

SCHOOL LIFE

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Short Courses in Agriculture, Home Economics, and Mechanic Arts

Report of Committee of Land-grant College Association on Instruction in Agriculture, Home Economics, and Mechanic Arts. Great Disparity in Length and Character of "Short Courses" in Land-grant Colleges. Variation from One Day to Three Years. Some Institutions Offer Work of Purely High-school Grade. Committee Makes Definite Recommendations for Improvement

SOME of the land-grant institutions feel that short-course programs are in need of revision. Much of the old type of short-course work done formerly by the regular teaching staff and sometimes by research workers at these institutions is now performed by the extension workers. The short courses offered by the extension group are sometimes held at the institutions and other times at different centers in the States.

There appears to be a general feeling that the nature of extension work is such as to lessen the need of much of certain kinds of short-course work formerly offered at these institutions. The county agents or farm advisers, with the assistance of specialists in certain lines, are helping the farmers solve many of their problems and are, therefore, lessening the demand on the institutions for short courses of general character. On the other hand, the great spread of the extension work of the colleges has undoubtedly led to a greater demand for short-course work of a special character. Many persons who have been awakened by the benefits conferred on them through the extension work have desired in some way to get more instruction from the college along special lines.

Practical Instruction Most in Demand

Several of the institutions report that courses in general agriculture have been discontinued due to a wider diversity of agriculture and also to the fact that there have been little or no demands for such courses. Those short courses which pertain to special units of instruction in agriculture, home economics, and mechanic arts, such as butter making, millinery, or gas-engine operation, are most in demand and are the courses many of the institutions are now emphasizing.

In reviewing statements of catalogues and the replies to a questionnaire it was

found that 45 of the institutions offer short courses in agriculture, 22 in home economics, and 24 in mechanic arts, varying in length from one day to three years. The questionnaire was sent to the three divisions in each of the land-grant institutions and 47 replies were received from agriculture, 41 from home economics, and 46 from mechanic arts. Of these numbers, 44 reported short courses in agriculture, 22 in home economics, and 31 in mechanic arts. It will be noted that the number of short courses as stated in the catalogues is not identical with that reported in the questionnaire, but this slight difference may be due to the difficulty in distinguishing between certain types of short courses, extension conferences, etc.

Generally Designated in Terms of Weeks

The catalogues show that 14 of these institutions offer short courses in agriculture of from 1 to 4 years. Only 4 of the institutions designate short courses in agriculture in terms of months, while 30 designate them in terms of weeks, the length of such courses extending from 1 week to 22 weeks. Only 6 of the institutions designate agricultural short courses in terms of days, the length varying from 1 to 10 days. A considerable number of the institutions refer to short courses as 5 months each for 2 years, of 2 weeks each for 2 years, or $6\frac{1}{2}$ months each for 2 years, etc. Several of the institutions do not make this point clear.

In general the short-course work in agriculture has had a longer history and been more elaborately and frequently developed than the similar work in home economics or mechanic arts. These agricultural courses are either somewhat general or deal with some agricultural specialty. They are given sometimes to adults and sometimes to children of high-

school age. In some cases definite entrance requirements are made, particularly to those courses of longer duration, but much more generally there are no such requirements. In some institutions the courses of 2 or 3 years of high-school grade are organized as schools of agriculture. In some cases where courses of from 1 to 3 years are offered at least a part of the work is carried on in connection with the regular four years' course. In the shorter courses, the work often consists of lectures, with perhaps some field or laboratory observations by the students; in other cases the students take an active part in field or laboratory operations.

The courses varying from 2 to 10 days are often essentially conferences, but not usually so designated, at which there may be discussions and observations on a variety of subjects, but very little, if any, systematic instruction. They are chiefly inspirational and informative and often seem to be intended primarily to acquaint the persons in attendance with the equipment and general character of the work of the institution and to inform them what aid the institutions can give them at their homes or if they attend the regular courses at the college.

Home Economics Parallel with Agriculture

Of the 22 land-grant institutions offering short courses in home economics only 4 report one-year and two-year courses. More than half report weeks' courses, varying in length from 1 to 13 weeks. Three institutions mention days' courses, varying in length from 1 to 10 days. A limited number of the institutions refer to Farm Week short courses where women attend home economics short courses while the men attend short courses in agriculture.

Home economics courses in some institutions give considerable attention to

girls' club work. One of the institutions reports that one aim of short courses is to strengthen and standardize club work and to stimulate interest in this work by offering prizes and educational trips to winners in girls' club work. Much of this type of work is primarily of an inspirational nature and, according to statements from one institution, is designed to acquaint the young people of the State with the opportunities offered at the land-grant institutions to obtain educational advantages.

Specialized Courses Increase in Favor

The short courses likewise give farm women opportunity to spend some time in study and recreation at the institution. There is a tendency for short-course work in home economics, like agriculture, to depart from the early custom of general courses. The specialized type of short course, consisting of detailed instruction in certain units of work in which women are interested, seems to be receiving greater emphasis than any other kind. Some of the larger land-grant institutions do not offer short courses in home economics because of the increase in number of four-year college students and the lack of sufficient appropriation to permit the employment of additional teaching force for short-course work. However, one institution states that it is the plan to reinstate the short courses in home economics as soon as conditions will permit.

Mechanic arts short courses probably cover a broader list of subjects than either agriculture or home economics. Of the 31 institutions reporting short courses in mechanic arts, seven report courses of from 1 to 2 years in length. Approximately two-thirds of the institutions reporting state the length of short courses to be from 1 week to 15 weeks. Three report short courses of from 1 to 10 days in length.

More Attention to Agricultural Engineering

The returns show conclusively that many of the institutions are giving considerable attention to short courses in mechanic arts. Some of the reports are more or less general, but a large number are rather definite. A considerable amount of the short-course work, as would naturally be expected, relates to agricultural engineering and the special units such as tractor repair and operation, gas engines, blacksmithing, etc. However, considerable attention appears to be directed to short courses in engineering and its various units. Short courses in mechanic arts are sometimes given under the direction of the college of agriculture and sometimes under the direction of the college of engineering. While most of this type of work is carried on at the colleges, a considerable amount is conducted at

different centers within the States in the form of extension courses. Here, again, the committee has found it difficult to distinguish between regular short courses offered at the institution and those in the form of extension courses conducted apart from the college. There is ample evidence to show that the short courses in mechanic arts, whether offered at the institution or otherwise, are conducted in the form of special units such as the meter-men course, plumbing, carpentry, auto mechanics, etc. This method of organizing short courses is commendable as it affords ample opportunity to those who desire to attend such courses for training in certain specific fields.

To Improve Practices of Active Workers

The aims of the short courses are variously defined in the college catalogues and in the replies to the committee's questionnaire, but essentially they seem to be comprised in one or more of the following statements: (1) To prepare persons not in school to engage in agricultural pursuits, home making, or industrial occupations. (2) To increase the knowledge and improve the practices of people now engaged in agriculture, home making, or mechanic arts. (3) To inform those who attend short courses at the land-grant colleges as to the personnel, equipment, and other facilities of the institutions for aiding them when they return to their homes and engage in their various occupations.

There are those in the land-grant institutions who feel that considerable inconvenience is put upon regular college teachers who have to assume duties connected with short courses in addition to their regular courses. Not only the individuals but the departments have felt these hardships where an extra teaching force has not been provided. One reporter doubts whether the benefit to the State of this extra work justifies the interference with the collegiate teaching work. One institution feels that the cost per capita of short-course work is very high as compared to the four-year work. If the work is done by special instructors it should be very satisfactory, but if done by the regular four-year instructors it is not likely to be as well adapted to the need of students.

Special Directors Do Effective Work

A considerable number of the land-grant institutions are employing special directors of short-course work. This is a good plan, since these men have more time and can use special efforts to make short-course life at the institutions more interesting and also more profitable. Short courses should be so well planned and so thoroughly organized in every detail that the students' time will be

profitably spent. If these students are not properly disciplined and kept busy the institutions are at fault. Short-course students should not demoralize the discipline of the college. Short-course students have interests separate and distinct from the regular students when the length of the course will permit. Student activities, such as athletic teams, music, clubs, games, motion pictures, and other entertaining feats, judging contests, etc., should be promoted for the best interest of the group. When short courses are held they should result in giving good return for the time and effort spent, and should result in bringing the institution and the faculty in closer touch with a larger group of people of the State.

From a careful study of the content of short courses offered in agriculture, home economics, and mechanic arts, based on information obtainable, the committee is aware of the wide disparity in the time devoted to short-course work. The information at hand does not disclose the cause of this difference. Each of the land-grant institutions has its particular field of service, and is best qualified to determine local problems and to administer their solution. It is, therefore, the duty of each institution to determine for itself the extent to which it is rendering the service most in need by the people of its State.

Current Educational Movements Affect Courses

The character and variety of the short-course work are evidently affected by present-day educational movements of various kinds. There is, for example, a widespread feeling that the large investment of funds in the buildings, equipment, and faculties of the colleges is not justified unless the plant and personnel of these institutions are used to the fullest extent. Then there is the prevalent notion that mature persons engaged in particular pursuits are greatly benefited by even a short stay at the institutions where they may receive intensive instruction or information from experts. Thus we have what are called unit courses of various kinds for doctors, teachers, butter makers, poultrymen, fruit growers, automobile chauffeurs, meter men, plumbers, home makers, etc. * * *

Demands from various sources for temporary assistance through short courses come to the colleges from time to time, and compliance with them is sometimes unavoidable. For example, the enactment of State laws requiring the teaching of agriculture or home economics in the elementary schools has made it necessary for certain land-grant colleges to institute special summer courses for teachers. The work of these colleges in the rehabilitation of World War soldiers is another instance of this kind.

In a more general way the movement for vocational education has grown so rapidly in recent years that it has greatly outrun the establishment of special educational agencies for such education. Thus it has happened that though there are now many more secondary schools in which agriculture, home economics, and mechanic arts are taught, the demand for short courses in these subjects in the colleges has continued. It is questionable whether the colleges themselves have sufficiently taken into account the spread of these vocational secondary schools and have sufficiently limited or reorganized their short-course work to meet the new conditions in the secondary schools. Some believe that the vocational short course need in some States is met by the national vocational education or Smith-Hughes Act. This development is raising the question whether colleges which are maintaining so-called schools of agriculture should continue or whether their work can now be assigned to the high schools now teaching agriculture under the provisions of the vocational education act.

Assistance in Research and Graduate Work

Another set of problems which have relation to the short-course work of the colleges has to do with the development of research and graduate work. It is now generally realized that institutions for higher learning can not afford to restrict or hinder their development as agencies for the advancement of knowledge and the training of investigators and teachers. On the other hand, where results of practical value come out of their researches it is unfortunate if they are not in a position to give that instruction which will make these results speedily and satisfactorily available to those who can make good use of them.

It is evident that since the range of the legitimate demands on the land-grant institutions for research, resident teaching, and extension work is increasing with the years, the necessity for a careful study of these demands and an adjustment of the work of the individual institution with reference to them according to their relative importance and the available equipment, personnel, and means at the disposal of the institution was never greater than it is to-day.

Standard Undergraduate Work the Primary Duty

The committee is convinced that it is the primary and essential duty of the land-grant colleges to carry on undergraduate courses of standard grade leading to bachelor's degree. It has also been expected from the beginning, as is indicated in the land-grant act of 1862, that they would conduct investigations to advance knowledge and they ought there-

fore to conduct in the most efficient manner such experimental inquiries as they undertake. They have assumed definite obligations under Federal and State laws to conduct extension work in agriculture and home economics in a large way. They have a certain equipment, personnel, and means for these lines of work, and nothing should interfere with their making the best use of their resources for these purposes.

Short Courses Render Valuable Service

If, in addition, their general or any special resources can be efficiently and profitably used for what are properly called short courses of resident instruction and these courses are well organized and administered they will render a valuable educational service. It is believed that the demand for short courses will continue to increase and that the present-day outlook in education favors the use of such courses. It is hoped therefore that the colleges will be able to make a satisfactory adjustment of personnel and means to conduct them in a reasonable way. But it will evidently require conscious and active effort to keep them in their right place as related to the other activities of the colleges.

To clarify what is now evidently a confused condition, the committee suggests that the colleges formulate and adopt a standard definition of short courses and as far as possible uniform designations regarding their duration and character. As an aid in this direction the committee makes the following propositions:

1. A short course is a course of systematic instruction in a given subject or group of subjects of shorter duration than a four-year college course and not leading to a degree. Obviously a course of systematic instruction can not be given in a few unrelated lectures within a period of a few days.

2. Extension meetings, farmers' weeks, and similar meetings for a few days, having a miscellaneous program and no really systematic instruction, should not be called short courses, but conferences or institutes.

3. Short courses may be classified according to their duration as years' courses, months' courses, or weeks' courses and should be designated by their duration rather than by the general term short course. For example, instead of announcing a short course in dairying, occupying six weeks, the college should announce a six weeks' course in dairying.

4. Full consideration should be given by the colleges to whatever informational or instructional work is done by their extension departments, by the special secondary schools, or by the ordinary high schools, and they should so limit and organize short courses as to give them a definite place in the college program without duplicating the work of other agencies.

Certain Courses May Well be Discontinued

5. The colleges should plan to give up short courses of regular secondary grade, whether organized as schools or not, when other agencies are prepared to do this work.

6. It is doubtful whether the colleges should continue to offer one to three year courses in general agriculture, home economics, or mechanic arts. As far as the committee has been able to ascertain these are usually not successful as separate enterprises in the college program, and the demand for such courses appears to be decreasing. It would be better to let properly qualified students enter the regular college classes as special students and leave them at certain periods whenever definite units of instruction have been completed. In such cases there can be little objection to the college giving a statement to the student of what he has accomplished during his residence at the institution.

7. Short courses should as a rule be confined to special subjects and should be organized for persons not less than 18 years of age, as far as practicable in units, each of which may be taken separately by the student according to his option.

8. Since short courses should be planned more particularly for persons engaged or

OF all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.—George Washington.

who are expecting to engage in farming, home making, some vocation in mechanic art, or other definite pursuit, and the number of such courses to be offered by individual institutions must necessarily be limited, each college should carefully determine the conditions of agriculture and industries in its State in relation to their need of such courses and the ability of the college to supply that need, and make its schedule of short courses on that basis. Sometimes a college has encouraged certain industries by its short courses when a more careful study would have shown that such industries had little chance of success in the region of the college.

9. The special units or enterprises in agriculture, home economics, and mechanic arts should be clearly defined after studies and analyses have been made of each to determine what the jobs in each enterprise are and the fundamental knowledge and skill one should have who desires to follow a vocation in any of these fields.

10. The analyses should consist of making a detailed study of the job unit operations of enterprises such as poultry, swine, etc., for agriculture; millinery, meal planning, and preparation, for home economics; and gas metering, plumbing, or tractor operation, for mechanic arts.

11. In making the analyses close contact might be maintained to advantage with those engaged in the practical application of these jobs. For example, it is advisable to confer with the successful poultryman regarding the fundamental jobs in conducting a poultry enterprise. Likewise the successful home maker, plumber, or carpenter might be interviewed for information regarding their particular enterprises.

Conference and Coordination Between Colleges

12. Colleges in regions having diversified industries conducted under similar conditions would do well to confer with one another with reference to arranging a common program for short courses in accordance with which each college will do what it can do best and encourage students to go where they will find what best meets their particular needs.

13. Short courses which can be most effectively conducted away from the college, either by the college or by other properly coordinated educational agencies, should be encouraged. They are less expensive for students, who can reside at home, and often enable the use of better facilities of a practical character than are available at the college.

14. Short courses should be distinctly vocational in their nature with the major emphasis placed upon the practical and the minor emphasis upon theory.

A. C. TRUE, *Chairman.*

United States Supreme Court Will Decide Status of Oregon Law

Act Passed in 1922 Requiring Attendance Upon Public Schools Only was Declared Unconstitutional by District Court. Appeal Taken to Highest Court of the Land by State's Law Officers

By WILLIAM R. HOOD

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WHETHER the famous Oregon law which would have the effect of eliminating private and parochial schools shall ever become effective will be decided by the Supreme Court of the United States. The case will be heard before that tribunal on February 24, 1925. It is in fact two cases, in one of which The Society of Sisters of the Holy Names of Jesus and Mary, an educational corporation, was plaintiff in the lower Federal court, and Walter M. Pierce, Governor of Oregon, Isaac H. Van Winkle, attorney general of the State, and Stanley Myers, district attorney for Multnomah County, were defendants. The other case was Hill Military Academy, a corporation, *v.* Pierce et al.

On November 7, 1922, the people of Oregon, by a vote of 115,506 for and 103,685 against the measure, approved an initiated bill to amend section 5259 of the Oregon laws, relating to compulsory school attendance. The act as thus approved would in effect require children between the ages of 8 and 16 years to attend public schools only. Exemptions allowed in the act are (a) the mentally or physically unfit, (b) a child who has completed the eighth grade of school work, (c) a child between 8 and 10 years of age who lives more than 1½ miles from school, or one over 10 who lives more than 3 miles unless transportation is furnished, and (d) a child receiving instruction from a parent or private teacher with the written permission of the county superintendent of schools. The usual exemption in compulsory attendance laws which permits children to attend private or parochial schools is not found in this act which, however, by its own terms is not to take effect until September 1, 1926.

Prompt Action to Invalidate New Law

On December 22, 1923, attorneys for the plaintiffs filed in the United States District Court, District of Oregon, a bill in equity, praying the court to declare the act unconstitutional and to grant an interlocutory writ of injunction restraining the defendants from enforcing the act, or threatening or giving out their intention to enforce the same on its becoming operative, or publishing or declaring that the act is valid. In support of this petition

plaintiffs averred that certain of their constitutional rights were infringed by the act and that already they had suffered injury by reason of the withdrawal of children from their schools.

The case was set for hearing on January 15, 1924, and the court on March 31, following, rendered its opinion in which it was ordered that an injunction be granted as prayed in plaintiff's bill. The act was thus declared unconstitutional and rendered inoperative.

The opinion of the lower Federal court covers nine printed pages. The court expressed disapproval of the act in several particulars. Those probably of most interest are in substance as follows:

Reasons for District Court's Action

1. The act in effect prohibits parochial and private schools from teaching grammar grades and thus infringes the right to engage in a useful legitimate business; it also infringes the right of parents to employ such schools to teach their children.

2. There appears no plausible or sound reason why these schools should be eliminated from taking part in the primary education of youth. It would seem that the act in question is neither necessary nor essential for the proper enforcement of the State's school policy.

3. The act in effect deprives of property without due process of law. Depriving the parochial or private school of the right to give instruction in the grammar grades cuts off patronage and thus results in loss or reduction of value of property used for school purposes.

On June 19, 1924, attorneys for defendants filed a petition for appeal in the Sisters Society case, and, the appeal being granted, defendants' prayer for reversal of the lower court's order and decree of injunction reached the Supreme Court of the United States on June 30, 1924. The case will be argued on February 24, 1925, and in due course will be decided finally by the court.



Canada is to join the United States in the observance of Music Week, May 3-9, 1925. Seven hundred and eighty-three communities participated in the event in 1924, and it is expected that the number will be considerably larger this year.

Practices and Laws Concerning Transportation of Pupils to School

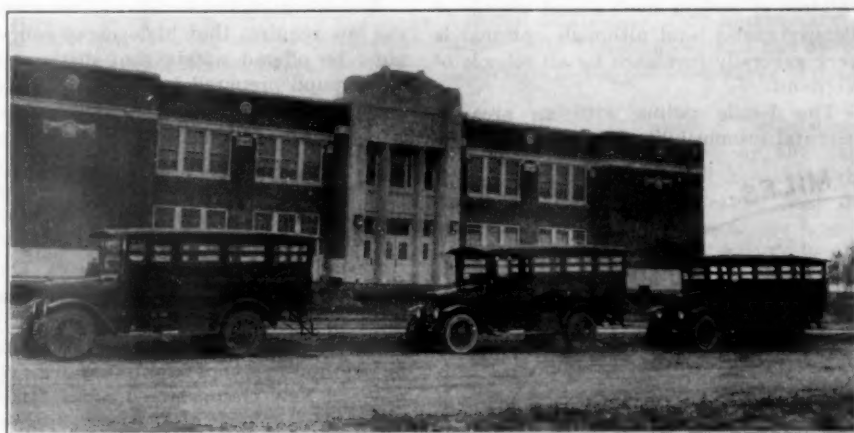
Every State Either Requires or Authorizes Transportation. Foundation of Practice Lies in Principle that State Must Provide Means of Education for Every Resident Child. Minimum Distance of Transportation Varies from a Half Mile to Four Miles. Responsibility of Parents Most Often Limited to Area of 12½ Miles. Wide Variations in Actual and Relative Costs

By JAMES F. ABEL

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TRANSPORTING pupils to and from school at public expense has raised some common-sense questions that need to be answered. If those questions can not be answered

portation to consolidated schools is simply an intermediary step in the development of pupil transportation and leads up to its use, when necessary or advantageous, by all kinds of schools.



School busses at Oakley Consolidated School, Kansas

finally and exactly much may be learned from experience, practice, and law in the field of pupil transportation. All the States and the District of Columbia are transporting some school children. Pupil transportation has been the subject of a generous amount of legislation. Only Utah and Florida have no mention of it in their laws but boards in both these States have power to do anything reasonable and necessary for the benefit of the schools and under that power furnish considerable transportation. Like most other kinds of school law; that dealing with transportation may be divided into two general classes, permissive and mandatory. In point of time and in natural development the former came first and is still by far the more common.

One may easily get the wrong impression that consolidated schools are the only kind to which there is much pupil transportation. The two are usually discussed together. Both permissive and mandatory transportation laws apply to (1) schools in general, (2) high schools, (3) consolidated schools, (4) small schools closed for any reason, and (5) children living in remote places or territory unorganized for school purposes. Trans-

Back of all this legislation lies the fundamental principle that the State must provide means for an education to every resident child, either by causing a school to be placed within his reach or by

transporting him to one. Thirteen States now give permission to discontinue small schools or the upper grades and if other schools are not within reasonable distance of the pupils, to furnish transportation. Under similar conditions transportation is mandatory in seven States. The most striking example of this is in Indiana where pupils of any school that has been abandoned in the 20 years prior to 1921 or is thereafter abandoned must be transported if they live more than 1½ miles from the school to which they are assigned. By 1923, 1,709 districts had been abandoned and the pupil transportation carried on in Indiana for that purpose alone was a high per cent of the State's total.

Where does the responsibility of the parent cease and that of the public begin? The question is asked about most school activities. Naturally the answer for pupil transportation is generally expressed or an attempt is made to express it in terms of distance from home to school and the range under present laws is from one-half mile to 4 miles.

In the 25 States where transportation may be furnished when "best for the in-



A school bus of recent design

terests of the district," "it may be necessary," "it is practicable," or under some similar indeterminate condition which leaves the matter almost entirely optional, splendid transportation systems are in operation and many children are conveyed to and from school. But in general the largest relative amounts of pupil transportation are carried on and it is developed most highly in those States which have mandatory, definite laws fixing distances from $1\frac{1}{2}$ to $2\frac{1}{2}$ miles, allowing for appeals to higher school authorities, and permitting the locality to offer transportation for less than the mandatory distances.

Note the graph below. Assume that the circle represents one with a radius of two miles, the distance most frequently named, from the schoolhouse and that if a child's home is outside this area of about $12\frac{1}{2}$ square miles, the public must provide all or part of the cost of his transportation to the school.

There is some degree of error in the graph because the distances are usually

chusetts, New Hampshire, Ohio, and Wisconsin; consolidated schools of Oklahoma; city or town consolidated schools of Indiana; and children of schools forced to close because of small attendance in Iowa and Kansas. Add one-fourth of a mile to the radius, making the area of parental responsibility 15.9 square miles, and one has the situation for those schools of North Dakota that are not consolidated.

Transportation at public expense is optional, not required, for pupils living at or beyond this 2-mile limit to all schools of Kansas and Louisiana, and consolidated schools of Mississippi.

Reduce the radius to $1\frac{1}{2}$ miles and the graph represents the conditions under which transportation must be furnished by consolidated schools of North Dakota, discontinued schools of Indiana and to children of certain small closed schools of Pennsylvania; and although optional is very generally furnished by all schools of Vermont.

The 1-mile radius with an area of parental responsibility of only $3\frac{1}{7}$ square

of 6 and 12 of discontinued or consolidated schools of Indiana.

Minnesota and Missouri permit pupil transportation for all children residing more than half a mile from the schoolhouse.

Increase the radius to $2\frac{1}{2}$ miles, the area of parental responsibility to $19\frac{1}{2}$ square miles, and the graph indicates mandatory transportation or payment toward furnishing it in South Dakota for all pupils to consolidated schools and elementary pupils to all schools other than consolidated.

Three States Fix Limit at 3 Miles

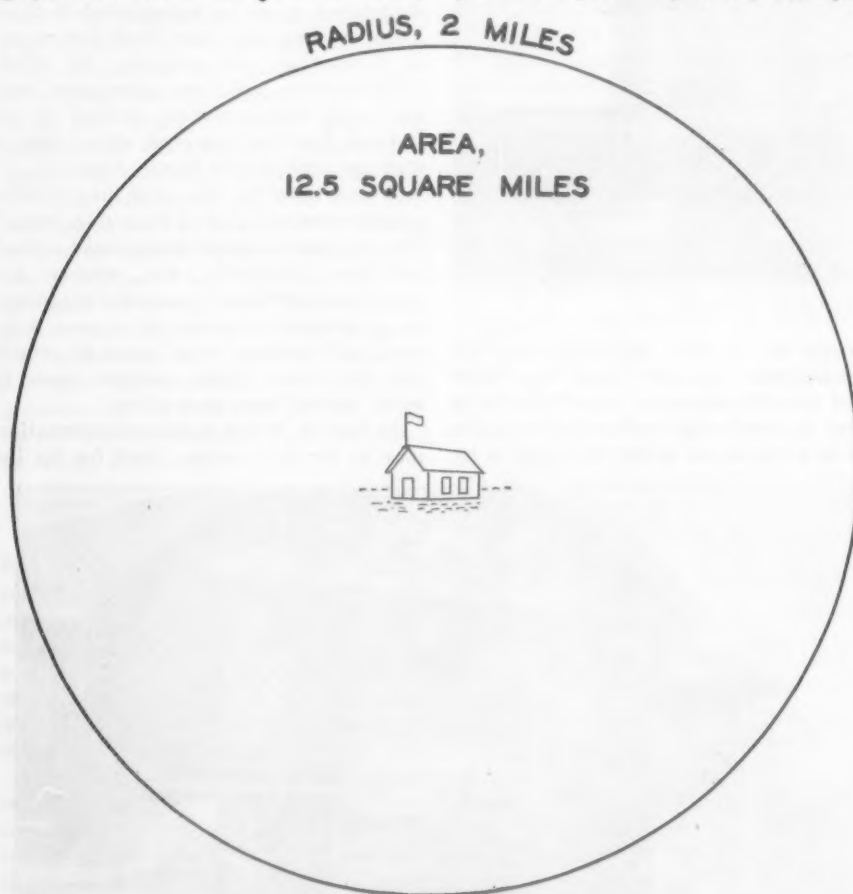
Transportation for pupils living beyond a 3-mile limit is optional in New Mexico; it is required for all schools of Kansas and union free high schools of Wisconsin.

The 4-mile radius applies in Ohio where the law requires that high-school courses must be offered within that distance to every pupil prepared for secondary work or he must be transported to a high school.

If transportation is furnished busses usually go very near to the home. Most of the best features of pupil conveyance are lost if the children must walk any considerable distance to or wait along the roadside for busses. Routes in Ohio must be planned to reach within one-half mile of the child's home. In order to meet busses pupils in South Dakota may be required to go not over five-eighths of a mile; in New Hampshire, 1 mile; Mississippi, $1\frac{1}{2}$ miles; and Iowa, 2 miles.

Merely a Difference of Source of Funds

Public transportation has directed attention to the cost of conveying children to and from school. But it must be remembered that those costs have existed as long as there have been schools and in connection with nearly all kinds of schools. They have been borne in one way or another by the parents or the pupils themselves. Transportation is not a new and additional item in the expense of education. It is handled in a different and better way and its cost is more carefully measured and recorded. Twenty-two States reported that 446,226 children were transported in 1921-22 at an expenditure of \$14,526,368, or an average of \$32.55 per pupil for the year. Costs ranged from \$9.36 in Georgia, \$14 in North Carolina, and \$18.96 in Mississippi to \$56.88 in Iowa, \$58.44 in Vermont, and \$82.18 in Montana. Delaware in 1924 transported 3,132 children at an average cost per child of \$32.02 for the year, or 25.45 cents a day. Costs per elementary pupil in Maryland for 1922-23 were \$29.80; per high-school pupil, \$33.80. The former ranged in 20 counties from \$19.74 to \$75.37; the latter in 14 counties from \$21.10 to \$73.15. If a school furnishes safe, comfortable transportation to any considerable number of children, it



measured by the nearest traveled road or in some way other than by straight line. But the error is not easily determined, and is always in favor of the parent. For purposes of illustration the circle is nearly enough correct.

This is practically the situation fixed by law for all elementary schools in Massa-

chusetts, New Hampshire, Ohio, and Wisconsin; consolidated schools of Colorado. It is required for consolidated schools of Wisconsin, pupils of consolidated schools of Iowa if living outside the corporate limits of a city or town, for rural agricultural schools of Michigan, and children between the ages

will probably need to expend from \$30 to \$40 per pupil per year. Costs will differ with conditions, of course, but that approximates the average.

Necessity causes wide variations in the part of the school budget which may properly be set apart for transportation. Forty-one States in 1921-22 used \$2 for pupil transportation out of every \$100 spent to pay the current school expenses of the year. The range was from 43 cents in Missouri, 62 cents in Pennsylvania, and 57 cents in Texas to \$5.01 in Iowa, \$6.34 in Vermont, and \$6.03 in New Hampshire. Some individual schools report using from 30 cents to \$51.70, with an average of \$14.02, out of each \$100 of current expenses. In any event the purpose of the school is to educate children, and public transportation, as well as private, can only be justified if the school to which the child is conveyed aids very measurably in his physical and mental development.

State Aid in 25 States

In general, the expense of pupil transportation is borne by the local school unit. Twenty-five States give some form of aid to it, usually for the purpose of promoting consolidation, encouraging the closing of small schools, or providing schools where the county or district has not jurisdiction. It is limited largely to consolidated schools in North Carolina, South Carolina, Rhode Island, New York, Virginia, Wyoming, Michigan, Minnesota, Texas, and Pennsylvania. Kansas, Pennsylvania, and Wisconsin aid in transporting to other schools the children of small schools that are compelled to close. Towns of Massachusetts and Connecticut that do not maintain high schools but transport the secondary pupils to other towns are reimbursed in part by the State. In Maine and New Hampshire State funds are used to provide schooling for children in unorganized territory, either by pupil transportation or by establishing schools. Little or no aid to meet the expense of transportation is given to either district or county from the State school funds of 23 States.

Many other questions arise, such as the number of miles children may properly be transported, the length of time they should be on the road, etc. The conditions of each case have much to do with the answer but so many rural educators are now meeting problems of transportation successfully that good standards for most situations will soon be forthcoming.



Classes for automechanics, sheet-metal workers, machinists, bricklayers, plumbers, and draftsmen in the Seattle night schools have been largely attended during the past three years. Only men actually employed in the trade with which the instruction is given are eligible to enroll in such classes.

Cincinnati Meeting of Department of Superintendence

Celebration of Washington's Birthday Beginning of Convention. Excellent Program Promises Scholarly Papers by Leaders in Public-School Education. Fourteen Other Departments Convene, Representing Every Phase of Supervisory Work

"NATIONAL IDEALS" appears to be the slogan chosen for the coming meeting of the Department of Superintendence, for those words, with quotations from the utterances of George Washington and of other of the Fathers of the Republic, are freely interspersed throughout the tentative program. The meetings will be held at Cincinnati, Ohio, beginning on the one hundred and ninety-third anniversary of the birth of Washington, and the appropriateness of the patriotic flavor is manifest.

Aside from this feature of the program, one is struck most forcibly by the very practical and professional aspect of the titles of the papers expected. And the speakers are representative of the best in American public-school work. Typical of the subjects and the character of those who will discuss them, the following may be mentioned:

What progress has superintendence made? Payson Smith, State commissioner of education for Massachusetts.

Equality of educational opportunity. John J. Tigert, United States Commissioner of Education.

Controversial subjects. A. B. Meredith, State commissioner of education for Connecticut.

Introducing educational research. F. W. Ballou, superintendent of schools, Washington, D. C.

Outcomes of our curriculum program. Jesse H. Newlon, superintendent of schools, Denver, Colo.

The curriculum a paramount issue today. Charles H. Judd, University of Chicago.

A cooperative plan for curriculum revision. Zenos E. Scott, superintendent of schools, Springfield, Mass.

Music a Prominent Feature

Like all the recent meetings of the Department of Superintendence, music will have an important place in the program, and the "convention climax" is expected to be a pageant, concert, and teachers' chorus, utilizing apparently the entire musical resources of the Cincinnati school system. This event is scheduled for Thursday evening, February 26.

Good reason appears for the statements that come from the offices of the National Education Association that an unusually fine meeting is expected, in point of

numbers attending as well as in the character of the proceedings. It is stated that the requests for reservation of accommodations have been so many that it has already been necessary to place many of the applicants in private homes whose owners are willing thus to supplement the capacity of the hotels of the city.

The officers of the Department of Superintendence are: President, William McAndrew; vice presidents, Payson Smith and John J. Maddox; executive secretary, Sherwood D. Shanklin.

Officers of Cooperating Departments

Several other departments of the National Education Association whose work is concerned with supervision will be in convention in Cincinnati at the same time. They include: City Teacher Training School Section—president, L. A. Pechstein; secretary treasurer, Frank W. Smith. Council of Kindergarten Supervisors and Training Teachers—president, Ella Ruth Boyce; secretary, Allene Seton. Department of Deans of Women—president, Agnes E. Wells; secretary, Martha Doan. Department of Elementary School Principals—president, Mrs. Jessie M. Fink; secretary, Ide G. Sargeant. Department of Rural Education—president, Macy Campbell; secretary, Mabel Carney. Department of Vocational Education—president, John N. Greer; secretary, J. D. Blackwell. Educational Research Association—president, E. J. Ashbaugh; secretary, H. A. Greene. National Association of High School Inspectors and Supervisors—president, Thomas L. Jones; secretary and treasurer, Jesse B. Davis. National Association of Secondary School Principals—president, L. W. Brooks; secretary treasurer, H. V. Church. National Council of Education—president, J. M. Gwinn; secretary, Adelaide Steele Baylor. National Council of State Superintendents and Commissioners—president, Francis G. Blair; secretary, Minnie Jean Nielson. National Council of Primary Education—president, Ella Victoria Dobbs; executive secretary, Alta Adkins. National Society of College Teachers of Education—president, Edward F. Buchner; secretary treasurer, Arthur J. Jones. National Society for the Study of Education—chairman, Charles H. Judd; secretary treasurer, Guy M. Whipple.

Definite Professional Training Planned for Dealers in Real Estate

National Association of Real Estate Boards Expects to Put into Practice an Educational Program for Realtors Comparable with that of Lawyers and Physicians. Thirty Institutions Already Offer Real Estate Courses

By ERNEST M. FISHER

Department of Education and Research, National Association of Real Estate Boards

A NEW DAY has dawned in the practice of real estate, a day which in its noontide will see no more of the casual real estate dealer who practices nearly every other vocation more than he practices real estate, and who practices real estate in a haphazard untrained manner. The real estate dealer of the new day will be trained in his vocation as the engineer, the dentist—even as the lawyer or the physician is trained in his. The real estate fraternity has already recognized the imminence of this change; it but remains for the public in general to awaken to it and to demand on its part the protection and service to which such a change entitles it.

This enthusiasm for educational training is not confused; its aims are clearly defined and its progress calculated. Its aims, first, at the development of a professional attitude and service on the part of present real estate dealers, and, second, at the building up of courses in real estate in universities and colleges where the young men and women who look forward to the vocation may secure adequate training in the fundamental principles upon which successful practice, is becoming day by day more necessarily founded.

Program of Vocational Study Is Essential

To accomplish the first of these purposes, to give those who are now in the calling an opportunity to base their practices upon a level of constantly greater service, a program of vocational courses is necessary. Such a program is intended to serve salesmen and brokers now in the business and adults who are planning to go into it. This is the first group which educational opportunities should reach; they have been first to recognize their need and to demand the courses.

At first these courses were ill-defined in content and purpose; the whole field of knowledge and training was new, and there were no standards by which such courses could be judged and their merit measured. As a consequence, the National Association of Real Estate Boards, in conference with educators, both vocational and university, has attempted to lay out a sequence of courses which would give the real estate man, actively engaged

in the business or the adult anticipating entering, a broad comprehension but at the same time a practical survey of approved and tested methods as well as something of the principles upon which those practices are based.

It is recognized that many who have been in the business have already received this training in methods and have discovered the principles through the process of trial and error. But not all have done so. Some seek better methods, others want a wider understanding of principles, and still others have blundered and erred because they knew neither methods nor principles. The course of study outlined by the national association is designed to meet the needs of both.

Basis for Determining Character of Courses

The first question that presented itself was this: What subjects should a real estate course contain that by their nature and content are peculiarly for the real estate man? What sort of information and training are inherently most valuable to the dealer in real estate? To answer this question, we must ask another and answer it, namely, what are the activities that characterize and differentiate the real estate dealer? An analysis of his activities will give a clearer basis for deciding what sort of knowledge the real estate dealer should seek to acquire.

Those activities are generally familiar. They center around three major groups: First, buying and selling real estate for others; second, rendering counsel regarding real estate investments; third, appraising the value of real estate.

In carrying on any and all of these activities, it is clear at once the types of knowledge which the real estate dealer should possess; the nature of his business makes it imperative that he study (1) property values, (2) legal aspects of real estate transfers, (3) the problems incidental to financing real estate transactions, and (4) approved standards in connection with the conduct of the real estate business. These are not all he should study, but they are the groups of knowledge, unfamiliarity with which not only handicaps the real estate dealer, but prejudices the interests of those with whom he deals.

A knowledge of real estate values is the very essence of the real estate dealer's service. He ought to be cognizant of the influences which enhance and those which impair values, so that he can anticipate both. Those who trust him depend upon his judgment in this matter more than in any other; he stands in a position to render service, or to work hardship in direct proportion to his ability or lack of ability to analyze values. It has been said that real estate values are inscrutable, that they rest upon the whim or fancy of a "seller who is willing but not compelled to sell," or a "buyer who is willing but not compelled to buy," and that the only basis of estimating them is "experience," "judgment"; it has even been said that there is no way of knowing what the value of any piece of property will be to-morrow, that it is at the mercy of chance, the football of a capricious and fickle fortune that can neither be anticipated nor measured.

Real Estate Values Have Substantial Basis

But experience proves that this is an error. Indeed, there are examples of capricious movements of real estate values just as there are of any other kind of values. When a monarch dies in Europe, mourning clothes and materials suddenly rise in value, and with the changing styles of every season thousands of dollars are written off in the falling values of women's clothing that are "out of date." But we do not say as a result that there is no basis for the value of clothing. Neither does the occasional trick of chance prove that there is no basis for the study of values in real estate. In fact, experience shows that real estate values follow economic laws that are as immutable as the law of gravitation. One of the functions of the real estate dealer is to acquaint himself with those laws. When an investment is made in real estate, the money involved frequently represents the savings of a lifetime, and it becomes subject to these laws. The real estate dealer who advises and deals in real estate without acquaintance with real estate values is little less culpable than the surgeon who would attempt to operate without a knowledge of anatomy.

Reasonable Knowledge of Law Is Required

Of little less importance is a knowledge of the legal aspects of real estate transfers. Great injury can be worked by ignorance at this point. Titles can be clouded or real estate tied up almost indefinitely by the slightest oversight. Moreover, legal difficulties can be multiplied and expensive litigation made almost certain by the drawing of contracts that are impossible of interpretation, by ill-constructed deeds, and by such slight errors as the misspelling of names.

There is no intention of breeding a race of hybrid lawyer-real-estate-dealers; the purpose is rather so to classify the legal difficulties involved in the vocation that every real estate dealer will avoid costly mistakes by turning when he should turn to a reliable attorney. But certain functions that have tremendous legal significance have been assigned to the real estate dealer; in order to perform them well, he must be familiar with legal requirements.

Dealer Performs Service to Entire Community

Likewise, a knowledge of the common problems connected with the financing of real estate transactions is essential to the protection of both borrower and lender who negotiate through the real estate dealer. In the dealer's mind should constantly rest the realization of his responsibility to see that both parties are adequately protected. Moreover, as he broadens the sources from which he draws the funds for his transactions, the greater becomes his service to the community. The establishment of building and loan associations, the forming of insurance connections—these and other sources of finance for his projects he can utilize if he is acquainted with the particular problems which each type of institution presents and the requirements which it prescribes. Thus he not only serves his own business, but his community as well, by extending his familiarity to every possible source of credit for financing his transaction.

Finally, is the knowledge of the standards which have been approved in the conduct of real estate business. Here is included not only standard ethics but a standard for the transaction of business in general and standards for controlling professional relationships. The aims of professional real estate organizations and the progress which the vocation is making ought to be a part of the stock in trade of the real estate dealer. Professional progress can come only through close organization and a knowledge on the part of each one in the vocation of what the professional standards and purposes are. The man who enters a vocation ignorant of its ethics and of its professional practices exposes himself to ridicule and his vocation to injury.

Standards Represent High Ideals

The standards which have grown up in the real estate vocation have been evolved by those who represent the highest ideals in the vocation. They are designed not solely for the protection of members of the vocation and of the public in the conduct of the business, but also for constantly lifting the ideals of the vocation and enabling it to perform a greater service for the public.

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In order to cover the wide range of information which is peculiarly what the realtor needs, the committee on educational courses, in consultation with educators, representing the United Y. M. C. A. Schools, the American Association of Collegiate Schools of Business, and the Institute for Research in Land Economics and Public Utilities, has outlined a complete curriculum covering 12 real estate and allied subjects, namely: Introduction to real estate practice, outlines of economics, real estate law, real estate finance, real estate transfers and conveyances, real estate selling, building construction and design, principles of land economics, real estate office organization and management, property management, valuations and appraisals.

Preparation of Suitable Textbooks Contemplated

The national association has undertaken two projects, the first is to provide textbooks covering the subjects outlined, and the second is to furnish enough instructional and discussion material to enable any member board to conduct these courses with such leadership as they can find. On the first task considerable progress has been made. Of the series of 12 books outlined, three have already been published, namely, Principles of Real Estate Practice, Elements of Land Economics, and The Appraisal of Real Estate. Three others are promised for this fall, and three more will probably be completed before the end of the current school year.

Likewise considerable instructional aid is now available covering several of the courses outlined. A complete outline of discussion material, problems, and other helps for the leader are now ready and available free to member boards who contemplate an educational program, covering real estate fundamentals, land economics, real estate appraisals, transfers and conveyances, and real estate selling. Another manual covering real estate law is in preparation.

Extension Course in Real Estate Practice

Finally, for the benefit of those who are in such a position that they can not take advantage of such discussion groups as have been described, the national association is undertaking to make a thorough training available by the extension method of learning by mail. The American Real Estate Institute has been organized as a department of the national association for this purpose. Its first course, "Real estate practice," is now ready and available. It covers the major activities and requirements of the real estate dealer. Into it has been compacted a wealth of successful methods now employed by outstanding members of its 507 boards, clear statements of the ideals for which

the national association stands in the various relationships that arise in the conduct of a real estate business, and sufficient knowledge of the commonest principles of real estate practice to give a clear comprehension of the whole. The method of instruction is such as to enable each student to receive individual, personal instruction.

Universities and Colleges Offer Courses

Of equal importance in the vocation of the new day are the young men and women who are preparing themselves in universities and colleges to take their places in a vocation not yet chosen but one which appeals to them because of its idealism. Constantly more and more of these young people are turning toward the real estate vocation as one which is predominated by idealism. Within the past two or three years a large group of universities and colleges have felt a demand on the part of their students for training which would enable them to choose this vocation and conduct it in accordance with the idealism which they cherish.

The national association, recommended that universities and colleges permit an undergraduate to choose training in real estate as his major. About 30 universities and colleges have either adopted a part of the course or are on the point of adopting it.

The impression has arisen in the minds of some realtors that the consummation of such a program may result in the production of a number of real estate dealers who would tend to overcrowd the vocation.

Higher Requirements Will Dignify Profession

Such has never been the result in other professions and vocations. Setting up a higher requirement for success in any vocation will dignify it and bring into it men of higher ability than could be attracted to it if it were not so dignified. But thousands, and probably tens of thousands, of salesmen are entering the real estate vocation each year; some fairly successful, others woefully unsuccessful.

It is probable that the higher type of service and higher ideals of those who come into the vocation with adequate preparation will cause the elimination of some who now make a livelihood in the vocation who are not equipped to render the service which it demands.

Such results will obviously be beneficial to all who are concerned—to the vocation because of a higher standing they will bring, to society because of the greater service they will make available, and to the individual realtors because of new life, ideals, and training which they will furnish to the salesmen entering the vocation.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
BY THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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FEBRUARY, 1925

Some Truths of the Constitutional Convention

"IT IS well known that the Convention which framed the Constitution made little progress until the philosophical Franklin suggested that divine guidance be invoked."

This sentence in an editorial in *SCHOOL LIFE* for December, 1924, has been questioned. Newspaper articles have appeared in which it is mentioned as a "pretty little untruth" and as a "little fiction." In consequence, earnest letters have come to us asking for "the historical basis of a widely accepted tradition."

We can not engage to keep our friends of the press in the right path in all their asseverations, even though they may occasionally refer to this bureau in a critical spirit. This opportunity, however, for presenting some of the facts of the history of the Constitution can not be overlooked, and we rejoice in it.

The sentence at the head of this article is wholly true in letter and in spirit. It is a fact of history, and not a matter of tradition nor of fiction. Doctor Franklin's speech on that occasion is printed in full on another page.

The suggestion of daily prayer was not adopted, principally because of the apprehension expressed by Alexander Hamilton that "however proper such a resolution might have been at the beginning of the convention, it might at this late day bring forth disagreeable animadversions, and that it might lead the public to believe that the embarrassments and dissensions within the convention had suggested the measure." After some debate the convention adjourned for the day without a vote upon the motion, and Doctor Franklin did not revert to it afterward.

Prayer—even the suggestion of prayer—is subjective as well as objective, and its answer is often in the heart of him who utters it. The proposal of Doctor Franklin in the convention was not lost, though in its terms it came to naught. Its purpose was to imbue the minds of the delegates with the spirit of accommodation and with a realization of the serious consequences of continued discussion without agreement.

The convention had been at work since May 25, 1787, and on June 28, when Doctor Franklin's motion was made, the situation had "become not only distressing but seriously alarming" because of the zeal and pertinacity shown by the opposing parties in discussing the representation of the several States in the two Houses of the Congress.

Benjamin Franklin was second only to George Washington in the esteem of the delegates in the Convention. The effect of that speech and of his harmonizing influence in general are clearly traceable. Within the next few days several of the delegates, including Doctor Johnson, of Connecticut, Mr. Gerry, of Massachusetts, and Doctor Williamson, of North Carolina, urged that "endless controversies were becoming dangerous," that "speedy accommodation was absolutely necessary to avoid war and confusion," that "if we do not concede on both sides our business must soon be at an end," and the like. The prevalence of such sentiments increased suddenly and noticeably; few, if any, utterances in that spirit are to be found in the records before June 28.

Four days after Franklin's motion—that is, on July 2, 1787—General Pinckney, of South Carolina, proposed that a committee consisting of one member from each State be appointed to devise and report some compromise. The proposal was adopted. Mr. Gerry was made chairman of the committee and Benjamin Franklin was a member of it.

Although other plans of compromise had been suggested without success by Doctor Franklin upon the floor of the Convention, it was he who proposed the plan of representation which found favor in the committee and formed the basis of its report, and finally, in principle though not in detail, it was incorporated in the Constitution.

That report of the "grand committee" was presented to the Convention on July 5—a week after Franklin's proposal for prayer. At the close of that day Robert Yates, chief justice of the Supreme Court of New York, and his close associate, John Lansing, jr., delegates from New York, left the Convention feeling that the principles of the Constitution had been determined. Mr. Yates had kept careful minutes of the proceedings up to that time, and the last entry in it, apparently added afterward, was that "the remainder of the session was employed to complete the Constitution on the principles already adopted." He was a member of the grand committee and, as time proved, he appraised the situation more accurately than those who remained, for letters of Washington, Madison, and others, written several days later gave evidence of continued deep discouragement.

The rest is soon told. The necessary compromises which had seemed impossible were reached, and after another month had passed, that is, on August 6, a draft of the full document was ready for detailed reexamination and revision. On September 17 the work was completed, the Constitution was signed, and the Convention adjourned.

If any conclusion in history is justified by logical deduction it is that no Constitution would have come from that Convention but for the steady influence of George Washington, the presiding officer, combined with the skill of Benjamin Franklin in composing differences. And the successful exercise of that skill began with the speech of June 28 in which the motion was made to implore the assistance of Heaven in the deliberations of the Assembly. That was truly the turning point which brought a unified Nation out of the fast-gathering chaos of the Confederation.



Defects of School Children

THE LAYMAN, who ponders the matter, must often be puzzled, if not dumfounded, by the large percentages of physically defective children reported by medical inspectors of schools, and he is apt to consider these findings as greatly exaggerated. The layman has his right to an opinion on the subject, for he has eyes and ears, but he is likely to be biased in his opinion toward the side of an unsafe conservatism or even nonchalance by that innate optimism regarding the high and mightiness of the human race which characterizes too many of us.

The statement that 75 per cent of school children have physical defects may startle him a little in his smug content with the idea that we are made in the image of God, but he is too prone to remark without further investigation that the figures are false. In fact, if it were not for the inertia begot of this age-long habit of mind, he would be more active in getting something done about these defects. If he will with his own untrained sense organs examine the eyes, ears, and mouths of a hundred children, he will come near agreeing with the examiner, and he may be shaken out of his lethargy on the subject by what he discovers in his own child.

There are defects and defects—trifling ones and serious ones. It is often difficult for the examiner to know just where to draw the line, and some may include in their findings those of slight moment. As a matter of economy of time and effort only such defects should be recorded as need to be corrected, helped, or kept from growing worse. Using this standard, the

average examiner, whether medical man or layman, will find, when he looks into the mouths of most school children (unless dental work has already been pushed in the schools) that some 75 per cent of them are defective. A carious tooth (often there are half a dozen in one mouth) is a defect from the point of view that it can and ought to be remedied, but it is a true defect also in that it is not an inheritance from our remote ancestors. One will have to search far and wide among wild animals, whether in their native haunts or in captivity, before he will find a single carious tooth, though among domestic animals that have fallen into man's manner of feeding they are not rare. Of course, a dentist, using mirror and instrument, will find an even larger per cent of children with defective teeth, up to 95 per cent in some schools.

When it comes to malnutrition, various standards have been used. Taking the one test of relative weight for height (which is not always infallible and by no means reveals all the cases of this condition) some examiners consider 7 per cent below normal weight a good standard, while others go to the conservative extreme of using 15 per cent as their guide. Evidently, by these two rules, the percentage of the undernourished will differ widely. There are, however, in one large city, 7 per cent of all children 15 per cent under the average weight for height and age. Probably some antiquarian of a century to come, in studying the examination figures for our children, will say that at least 75 per cent of them were badly nourished at some time in their career (prenatal, preschool, or later) and his opinion will be based on the figures for the condition of the teeth. Bricks can not be made without straw, nor can good ones be made from too much mud and too little straw, and from recent studies it is fairly apparent that the cause of caries lies largely in the materials out of which we try to make teeth.

When considering posture there is nothing definite to go by, and in a large city 1 of 70 physicians, careless or uninterested in this feature, found only 1 case in 100, while with more ambition for a seemly presence, or too zealous not to miss anything, another examiner found that 19 out of each 100 had round shoulders. A long-experienced examiner of the same school system thinks 10 per cent the usual frequency of this condition.

Every human eye is defective as an optical instrument, though, as someone has said, it could not be improved upon as an eye. Merely as an eye it varies greatly, however, in perfection, though it is a miracle how such a mere bag of lenses, films, and living wires (compared with which for complexity and utility our lino-

types, automobiles, dirigibles, radios, and what not pale into insignificance) can develop from practically nothing without greater outcome of imperfections. Children with defective vision will be numbered according to the standard of the examiner and sometimes the percentage is said to be as high as 25. Certainly, in any large group, at least 10 per cent will be found in need of correcting glasses. So far as our bad eyes are concerned, the human being is probably not to blame, since he is using them for purposes for which they were never originally intended and, if we could examine the eyes of the wild creatures, we would probably find that they do as poorly, or worse, in tests of near vision.

It will be evident to anyone that it is difficult to draw the line as to who are, or who are not, hard of hearing, and this is the case with still other defects.

When all is considered, it must be admitted that the highest percentages of physical defects found in school children are hardly exaggerated, while the number, as estimated by the most conservative standards, are startling enough and should be considered with a concern that will lead the school authority and the parent to see that everything possible is done to remedy the defects.

While the examination should be as thorough as possible, the object of the examination, as already suggested, should not be merely to find defects (for every child will be found wanting from an ideal point of view) but to note those defects for which something can and ought to be done. When such defects have been reported the efforts at relief, on the part of school authorities, can not be too earnest and persistent. After all, it is not the defects discovered that count, but the defects which are corrected.



"Home and school in education" will be discussed at the annual convention of the National Congress of Parents and Teachers at Austin, Tex., April 27 to May 2, inclusive. The program contains among other subjects round-table discussions on high-school parent-teacher associations, country life, mental hygiene, recreation, spiritual training, home efficiency, social hygiene, and motion pictures.



Two hundred and thirty playgrounds and recreation centers, about one twenty-eighth of the total number of 6,601 such centers throughout the entire country, are maintained for the exclusive use of negroes, according to the Southern Workman.

Good Type of Organization for Rural Schools

County Unit in Some Form in 21 States. Tends to Equalize Opportunities and Simplify Administration

By KATHERINE M. COOK,
Chief Rural Education Division, Bureau of Education

SOME FORM of the county unit for school administration is now found in 21 States. However, there is little uniformity in the form used among them. There are almost as many kinds of county units as there are States with this form of organization. No effort to formulate a definition applicable to all States in which the different forms exist seems feasible. In general, the county unit is a term used to designate the type of organization for school administration in which the county rather than the district, township, or town (as in New England) is the unit for taxation and support, and for other general administrative purposes such as the arrangement of school district boundaries and the location of schools, the expenditure of school funds, the employment of teachers, and the appointment of the county superintendent and his supervisory assistants.

In some States it is the unit for all, in others for one or more, of the purposes enumerated. In most cases cities and towns with more than a certain designated population are independent in school management and partially so for taxation. The plan of organization enables rural districts, usually small and poor when operating as separate units, to unite and pool their resources with other like districts of the county to secure more economical expenditure of school funds, better administrative school practice, and better educational advantages for the children.

In the most centralized of county-unit States all the rural schools of the county are under the management of one board usually called the county board of education. Experience with the county unit plan of organization form shows that country schools can be just as efficient as city schools.



Education week was fully observed November 17-23 on the American plan in the Division of Nueva Ecija, Philippine Islands. A circular letter distributed to all supervising teachers and principals by Luther Parker, acting division superintendent, contained instructions and suggestions which followed closely the practices recommended by the United States Bureau of Education.

Turning Point in the Constitutional Convention of 1787

Speech of Benjamin Franklin, Delivered June 28, 1787; Thus Characterized in his Lectures by John M. Harlan, Late Justice of the Supreme Court of the United States, and Generally so Considered

MR. PRESIDENT: The small progress we have made after four or five weeks' close attendance and continual reasonings with each other—our different sentiments on almost every question, several of the last producing as many noes as ayes—is, methinks, a melancholy proof of the imperfection of the human misunderstanding. We indeed seem to feel our own want of political wisdom, since we have been running about in search of it. We have gone back to ancient history for models of government, and examined the different forms of those republics which, having been formed with the seeds of their own dissolution, now no longer exist. And we have viewed modern states all round Europe, but find none of their constitutions suitable to our circumstances.

In this situation of this Assembly, groping as it were in the dark to find political truth, and scarce able to distinguish it when presented to us, how has it happened, sir, that we have not hitherto once thought of humbly applying to the Father of Lights to illuminate our understandings? In the beginning of the contest with Great Britain, when we were sensible of danger, we had daily prayer in this room for the Divine protection. Our prayers, sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor. To that kind Providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. And have we now forgotten that Powerful Friend? Or do we imagine that we no longer need His assistance? I have lived, sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow can not fall to the ground without His notice, is it probable that an empire can rise without His aid? We have been assured, sir, in the sacred writings, that "except the Lord build the house they labor in vain that build it." I firmly believe this; and I also believe that without His concurring aid we shall succeed in this political building no better than the builders of Babel. We shall be divided by our little partial local interests; our projects will be confounded; and we ourselves shall become a reproach and byword down to future ages. And what is worse, mankind may hereafter, from this unfortunate instance, despair of establishing governments by human wisdom, and leave it to chance, war, and conquest.

I therefore beg leave to move that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations, be held in this Assembly every morning before we proceed to business, and that one or more of the clergy of this city be requested to officiate in that service.

This speech appears in The Madison Papers, vol. 2, page 984, and also in The Works of Benjamin Franklin (Sparks), vol. 5, page 153—Editor.

Bureau of Education's Latest Publications

The following publications have been issued recently by the United States Bureau of Education. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Commercial occupations. Report of the fourth commercial education conference held under the joint auspices of the United States Bureau of Education and the Vocational Education Association of the Middle West, St. Louis, January 16, 1924. Glen L. Swiggett. 9 p. (Commercial education leaflet, no. 9.) 5 cents.

Helps for the rural-school nurse. Harriet Wedgwood and Hazel Wedgwood. 54 p. illus. (Health education no. 17.) 10 cents.

CONTENTS.—Introduction. For the nurse who asks: (1) How shall I begin? (2) What shall I include in the year's program? (3) How can I help the teacher? (4) How can the teacher best help the nurse? (5) Where can I get "Talking points?" (6) Where can I get special preparation for school nursing? (7) Where can I get helpful material?

Introduction of algebra into American schools in the eighteenth century. Lao Genevra Simons. 80 p. (Bulletin, 1924, no. 18.) 15 cents.

List of references on higher education. 31 p. (Library leaflet, no. 28.) 5 cents.

List of references on play and playgrounds. 13 p. (Library leaflet, no. 29.) 5 cents.

List of references on the junior high school. 11 p. (Library leaflet, no. 27.) 5 cents.

Preparation of rural teachers in high schools. A summary of present practice. Mabel Carney. 27 p. (Rural school leaflet, no. 33.) 5 cents.

CONTENTS.—I. Origin and early history of the movement. II. The present status of teacher training in high schools. III. Classification and types of teacher-training departments in high schools. IV. Characteristic features and contributions of individual State systems. V. General summary.

The Rhodes scholarships. Memorandum, 1925. 3 p. (Higher education circular, no. 29.) 5 cents.



Jewish philosophy and history, the Bible, later biblical literature, the Talmud, Jewish jurisprudence, and Hebrew philology will be studied at the proposed University of Jerusalem, which will be the center of intellectual life for the Jews.



Cleveland's newest school structure, the Henry W. Longfellow School, is operating under the platoon system, according to School Topics.

Eleven Years Enough for Elementary and Secondary Work

Eight Years Given to Elementary Education Not, As a Rule, Effectively Utilized. Graduates From 7-4 Courses Succeed in College Nearly as Well as Those From 8-4 Courses. Difference is Negligible

By JOSEPH S. STEWART
Professor of Secondary Education, University of Georgia

THE EIGHTH grade of the grammar school is largely a year of lost motion. It is unknown outside of America. The eight-grade grammar school was conceived or grew as the school for the masses and not as a definite part of a system of public education, including elementary, secondary, and higher.

Thorough Investigation of Secondary Education

The Commission on the Reorganization of Secondary Education made a rather thorough investigation of secondary education in this country and in Europe. It had under consideration the nine-grade elementary system in parts of New England, the more common eight-grade system of the North and West, the seven grades of the South and in parts of the West, the few intermediate or junior schools then being tried out, the cycle system in France, the secondary schools of England and Germany and, finally, the needs of American youth and twentieth century society.

The commission finally reached this conclusion:

"The eight years heretofore given to elementary education have not, as a rule, been effectively utilized. The last two or three years in particular have not been well adapted to the needs of the adolescent. Many pupils lose interest, and either drop out of school altogether or form habits of dawdling, to the serious injury of subsequent work. We believe that much of the difficulty will be removed by a new type of secondary education beginning about 12 or 13."

United States Commissioner J. J. Tigert in a recent letter to the editor says:

Data Favorable to 7-4 Plan

"The tendency in educational practice is toward a six-year elementary course with various modifications after that, such as the 6-6, the 6-3-3, and the 6-5 plan. We have not enough data to prove that the 7-4 plan should be abandoned. Mr. Ives in a study found that pupils in the States maintaining a 7-4 plan do as well as those who have had eight years in the elementary grades and four in the high schools."

Portions of an editorial in The High School Quarterly for January, 1925. Reprinted by permission.

Superintendent I. I. Cammack, of Kansas City, writes the editor:

"The 7-4 plan has been in existence in Kansas City for the past 40 years. Instead of giving this plan up, we are more satisfied with the results that we are getting. During the past 10 years we have made a rather careful study of the work which we are doing in comparison with results obtained elsewhere with the 8-4 plan and are thoroughly satisfied that we are giving our pupils practically as good an education as that given elsewhere, and are saving one year of time. This is financially a great saving, but it is a greater saving in the life of our young people."

For four years the secretary of the Southern Commission on Secondary Schools has been making a comparative study, by order of the commission, of the records in college of the graduates from 8-4 and 7-4 schools, for the 600 schools on the southern list. The schools are about equally divided between the two plans. This embraces the schools in the 13 southern States. This study includes over 10,000 graduates a year and the reports from scores of colleges in all parts of the United States attended by them. The records show less than 2 per cent more failures for 7-4 pupils than for 8-4 pupils.

No Discrimination Against 7-4 Plan

So well established is the fact of the success of such graduates that neither in the north central association nor in the southern association is there any discrimination made in schools established on the 8-4 or 7-4 plans. Kansas City is approved in the north central as readily as New Orleans is in the southern.

The 9-4 system is the least defensible from a scientific or pedagogical standpoint, however much its administrators may pride themselves on it. The 8-4 system is also in the discard with educational experts, though many of its followers consider it as well established and beyond criticism as the Ten Commandments. The eighth grade has little to justify it but tradition. How satisfying, how snug and tight one feels in the arms of tradition!

There are, however, many modifications being worked out in different parts

of the country. The leaven of criticism is beginning to tell. Among these changes will be found the 6-3-3 plan, the 6-6, the 6-2-4, the 6-5, 7-4, 6-2-3, 5-2-4.

Begin the High School Period Earlier

One of the main purposes of the commission on secondary education was to move back to "about 12 or 13 years of age" the high-school period, with corresponding reorganization in curriculum, and "under ordinary circumstances" "each period would be three years." The working out of many details was intentionally left to States and systems.

The junior-senior high school is being established successfully in many places and the process will go on with various modifications until the 8-4 and 9-4 plans will be no more. In the process of change the Quarterly hopes and believes that many 8-4 systems, when they study the facts, will drop a year and reorganize on the 11-year basis. The 9-4 systems are already dropping one of their extra years. This dropping of a year will also compensate for the extra cost of the junior high school.

We believe that few 7-4 systems will change to the 12-year basis, with the facts before them, though there may be a moving back of the high school a year, so as to take in the seventh grade on some of the plans mentioned above.

Let no one get the idea that the Quarterly is opposed to the junior high school idea. The editor has been a member of the reviewing committee of the commission on reorganization of secondary education from the beginning of its investigations and voted and argued for the earlier high-school period and the junior-senior plans. The Quarterly most strongly advocates that the high school begin "about 12 or 13" but believes that in the reorganization in many cases a year can be saved by organization on the 11-year basis.

Seven grammar-school and two high-school swimming pools, with an additional high-school pool under construction, are reported by the department of public instruction of Buffalo, N. Y. The attendance in the day swimming classes for the year ending 1924 was approximately 90,000 and that of the night classes 30,000. Thirteen teachers are employed for the day classes and 29 for the night classes.

All students at the University of Oregon who fail to pass an entrance examination in English are required to take a course in English usage, without credit, until excused by the instructor.

First Problem in Education to Prevent or Correct Physical Defects

Unreasonable to Expect Full Results from Instructing Handicapped Children. Corrective Gymnastics at University of Illinois. Careful Medical Examination Required to Discover Defectives. Present Trend Toward Preschool Examinations

By GEORGE T. STAFFORD, M. D.

Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois

A STUDENT'S capacity for success in life is determined to a great extent by his physical health and his physiological efficiency. You are all aware that simply pouring information into a student does not insure success in his life, even to one who is physically sound. You can fill a leaky bucket, but it is best to plug the leaks first.



Corrective movements for structural scoliosis

We have a number of leaks. Dr. T. D. Wood, of Columbia University, tells us that 75 per cent of the school children in the United States are defective and therefore underprivileged. These figures are divided as follows: 1 per cent, or 200,000, are mentally defective; more than 1 per cent, or 250,000, have heart disease; 5 per cent, or 1,000,000, have, or have had, tuberculosis; 5 per cent, or 1,000,000, have defective hearing (these are often termed dull and inattentive in school work; 25

per cent, or 5,000,000, have defective vision; 15 to 25 per cent, or 3,000,000 to 5,000,000, are undernourished (about the same number have diseased tonsils and adenoid growth; 10 to 20 per cent, or 2,000,000 to 4,000,000, have orthopedic defects; 50 to 75 per cent, or 11,000,000 to 16,000,000, have defective teeth.

How can we expect to force education into individuals who are spending at least 50% of their energy, which is needed for their studies, in fighting their handicaps? More shame on us when we consider that at least three-fourths of the number of defectives are preventable. The first problem is to prevent or correct these defects, if education is successfully to be given to this group of underprivileged individuals, in the grades and high schools of the country.

Our college work shows the same type of defectives, and naturally so with little corrective work done through the grade and high school years. Out of 1,940 University of Illinois men examined in 1923: 1,193 had either poor or fair body development; 95 had defective hearts; 109 had albuminuria; 65 had hernia; 62 admitted that they were constipated; 541 had round shoulders; 347 had hollow backs; 342 had lateral curvature of the spine; 350 had flat feet.

Examples of Corrective Work at University

I could give you many results of cases of proper health teaching right here in the university. I have in mind one lad who flunked miserably on a 14-hour schedule. He came to me in the second semester and told me his story. He was severely troubled with constipation; his posture was very poor, and his mental outlook was very morose. He took two hours a week of corrective work, and liked it. He finally arranged his schedule so that at the end of the semester he was taking 22 hours academic work and 5 hours of corrective, and he passed his semester's work with high grades. We have many other similar cases.

Times have changed. With this change has come a lessening of physical activity and an increase in the use of our mental forces. Where is the physiological balance? A definite lack of balance is shown in the health status of our children

and adults. We are soft. We think that education is simply a sensory process for the children. Courses are pounded into the student; lessons are taken home to be finished there; the summer vacation is spent in removing conditions in mathematics or English, or the child is forced to stay indoors and learn to play the piano. How much time is spent on the more vital subject of health?

In 1915 Illinois passed the physical education law. What has it amounted to up to date? In the large cities a reasonable program of physical education is pursued. In some of the small cities a man is hired to produce a winning football team and teach a few academic subjects. In many cities nothing is done. As for real corrective work for the 75 per cent, about all that is done is to gather more statistics. Illinois has yet no law demanding medical examinations for its school children. It is one of the 13 States which have failed to make provision for medical examinations. With the great number of defectives it becomes necessary to find out, by medical examination, the real condition of the individual who is to be given physical education. Therefore, the medical examination should be the starting point of real health education in our schools.

Education embraces the physical, spiritual, and mental instruction of a child from infancy to manhood. Any system is imperfect which does not embrace these



Learning coordination, after amputation

Portions of an address before the High School Conference and Conference of Superintendents, Urbana, Ill., November 20, 1924.

three. When we educate a student, we are preparing him for his activities after school days are over. More than 500 out of every 1,000 boys and girls who enter high school leave school before the fourth year. High school is the last chance to prepare them for after-school activities.

If it is true that education is one of the practical activities of society to attain a specific purpose, then that purpose, having to do with activities after school should provide for the development of the body as well as the intellect. What will it avail a child if he gain the whole curriculum and lose his health? What use is he in modern business with a *summa cum laude* brain and a 20 per cent body? Modern business is no child's play. It needs men—100 per cent men. Education can provide this need, but first it

week. The athlete gets this and more; but those who need it most get a chance to watch the athletes perform. Give the underprivileged ones a chance; have your coach teach the various sports and handle the normal individuals; make Paddocks out of all of them; but have a physical director who will devote all of his time to making normals out of the present 75 per cent of the school population who are now defective.

The present trend is toward "preschool examinations." The reason for stress on this point is the lack of care usually given the child from 2 to 6 years of age. The average baby is carefully watched up to 2 years of age. From then on it is supposed to grow without a great deal of care on the part of the parents—surely without the care that is given it during the first 2 years of its

given in May or June and the parents then have until September to provide the necessary medical attention. Where this plan is in operation a surprisingly large number of defects are found in the preschool children, and these preschool defects are of the same nature and percentage as are found in the children of the grades.

We need closer cooperation between the school and the home in matters of health. The parents must be made to see the value of health to their children. The economic gain and the necessity for healthy motherhood, must be stressed.

Finally there must be better examples of health in the teaching profession. Teaching health by example and not by precept. This applies to the superintendent and down to the lowest ranking teacher on the faculty—yes, even, down to the janitor. With the teachers won over to health, it means better work by them and real health teaching for the children.



Financial Advice Offered Gratuitously to Teachers

Competent advice on personal financial problems is offered gratuitously to the teachers and other employees of the schools of Highland Park, Mich. On the authority of the board of education the superintendent of city schools has appointed for this purpose a standing committee consisting principally of successful business men, most of whom are members of the board of education. One of the school principals is chairman of the committee and the director of the survey department is secretary.

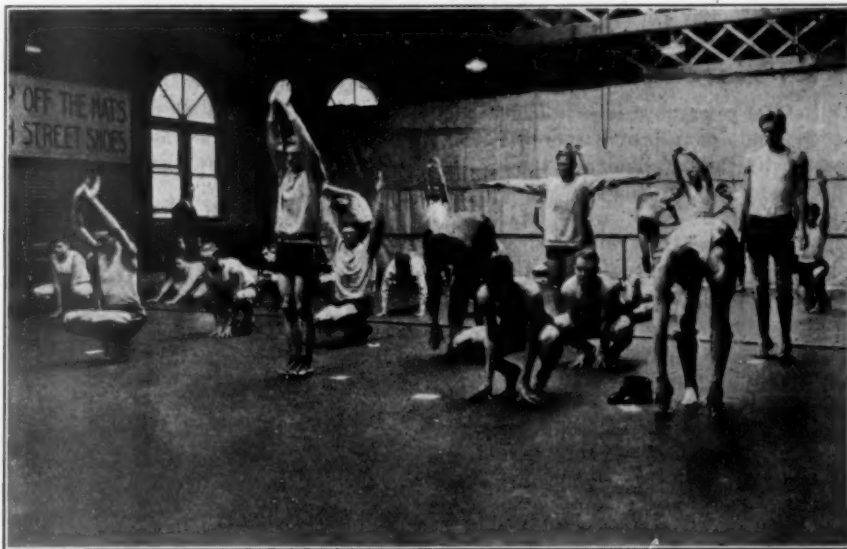
Teachers and other employees may feel free to bring to the committee any financial perplexities in which experienced business men may be presumed to be able to advise. The service will not necessarily be confined to investment problems. The committee will also pass upon applications for permission to distribute circulars and other printed matter through the schools.—H. C. Daley.



English schools employ about 36,000 "uncertificated" teachers, and about 13,000 "supplementary" teachers. These teachers do not receive as high a salary as teachers who hold certificates. They may do any work expected of a regularly certificated teacher, but they can not become principals.



Only textbooks written and published in Czechoslovakia may be used in the schools of the Republic.



Corrective exercises in gymnasium of University of Illinois

must turn its attention to the present 75 per cent who are physically or mentally defective.

About 90 per cent of the people of the United States walk incorrectly. I have mentioned the large number of college students with poor posture. The same conditions exist in high schools and in the grades. Classes must be formed for these abnormals if the followup work is to be efficient. It is not enough to tell a boy to walk with his feet parallel, or to hold his chest up; practice must be had in these new positions and the supporting muscles developed to hold these unusual positions.

It is better to have the physical director or coach teach children how to walk properly than have them teach a few boys how to jump 5 feet 6 inches. Each physical director should be trained to take care of the majority of the individuals rather than the few super-normals. Your physical education law demands at least one hour of physical education per

life. If the child is taken sick at 3, 4, or 5 years of age, the doctor is called to administer to its specific ailment. Outside of this "repair attention" the child is not likely to visit the doctor.

During the time from 2 to 6 years of age, many things are liable to happen to the child. The teeth, adenoids and tonsils, hearing, sight, etc., may need attention, but, unless severe pains are evident, nothing is done in the way of medical attention. However, the so-called growing pains, which may be the forerunner of inflammatory rheumatism, are often evident at this time. Many parents still think that there is such a thing as "growing pains." You even hear parents of to-day speaking of the necessity of their children having "the common childhood diseases." Surely the preschool examination would save many of these children from entering school with one or more of the various handicaps which are now common among school children. The preschool examinations are generally

Reports of Scientific Examination of Educational Problems

Papers Read Before Recent Meeting of Section Q, American Association for the Advancement of Science. Small Proportion of Research Studies Devoted to Psychology of School Subjects. Unanswered Questions Relating to School Administration. Nursery Schools in England Differ from Preschool Education in America. Child Welfare Research Emphasized by University of Iowa

By JAMES F. ABEL

Assistant Specialist in Rural Education, Bureau of Education

EDUCATION can and must be made an exact science. Though it is one of the most difficult sciences in which to be exact because experimenting with human beings is much harder than experimenting with plants or lower animals or inanimate things and because it seems impossible to separate the many factors involved in the simplest school work, we are nevertheless well on our way toward learning how to be scientific in education, are breaking up school processes into parts that may be measured, and are gathering a great body of facts on which later will be founded true principles of human training.

These were the dominant thoughts expressed in the sessions of the educational section at the meeting of the American Association for the Advancement of Science held in Washington, December 29 to January 3. This seventyninth meeting of the association brought together some 4,500 men of science and of these about 200 were educators interested in replacing guess, opinion, and conjecture in education with definite knowledge and determined fact.

Papers in General Truly Scientific

The forty or more papers were grouped around such large topics as special applications of the scientific method to education, school administration, scientific research with the preschool child, character education, and experimental education. They were hopeful in tone, truly scientific for the most part in character, recorded much of value that has been accomplished recently, and outlined much that needs to be done.

Most of our educational research work is on the delusive level, according to Dr. S. A. Courtis. He finds four levels of investigation: The primitive which consists in trying new devices or old devices under new conditions and merely observing what happens; the delusive which is a systematic attempt to measure by objective methods but is pseudo-scientific because the variables are not controlled; the suggestive, an objective measurement of two or more groups only partially comparable; and the conclusive which aims at parallel trials with two

groups that are alike. By this last method the groups of students are matched for such factors as sex, age, intelligence quotients, and achievement; all the conditions save one are kept as nearly constant as possible and the kind and rate of change in the single variable is noted and measured.

Few Studies Deal with Psychology

Out of 217 research studies in education recently made or in progress, only 5 deal directly with the psychology of the school subjects and try to analyze the way a person learns to read, write, spell, or calculate, declared Dr. Frank N. Freeman. Such analyses, not studies of teaching method nor of individual differences, but attempts to solve experimentally in the laboratory the problems set by test scores are, he feels, deserving of much more effort than is given to them at present.

Doctor Trabue in applying this alternation of deductive and inductive reasoning to the educational measurements that record the amounts of knowledge and skill shown by the school pupils insists that the measuring scales be so improved as to measure smaller and smaller units, that the results obtained and the methods used in new tests be available to all investigators, and that all published tests be safe instruments for ordinary teachers.

School Officers Should Realize Value of Research

A long series of unanswered questions relating to school administration was presented by J. Cayce Morrison, of the University of Ohio. Among them were such problems as the best type of local school organization, the relative responsibilities of the State and the locality, the relationship that should exist between the city superintendent and his governing board, scientific distribution of State funds, and legitimate economies in spending school moneys. Doctor Morrison believes that these will be solved only when school officials realize more fully the value of research, are willing to gather data for it, and to put their findings into actual practice.

Doctor George Strayer presented the methods of determining and predicting school costs used by the Educational Finance Inquiry Commission. The work which the commission undertook is, he stated, nearly completed, and 15 or 20 similar investigations by other agencies are now in progress. A system of school accounting worked out in conjunction with the State association of city superintendents and later adopted by the 87 city school systems of Wisconsin was outlined by Dr. John Guy Fowlkes.

Growth of Nursery School Movement

Doctor Gesell, of the Yale Psycho-Clinic, told his group that exactly 100 years ago Robert Owen visited Washington and discussed the nursery school before an audience including both houses of Congress, the justices of the Supreme Court, and the President and members of his Cabinet. A year later—1826—such a school was established in the cooperative community of New Harmony, Ind., and conducted by Madame Neef. The nursery school movement has grown along different lines in England. During the World War the sociological conditions in England revived the interest in this type of education for young children. In this country there has not been the same need for caring for small children, so the interest in the nursery school movement has developed with a more scientific aspect.

The Yale Psycho-Clinic established in 1911 for the mental examination of children sent to it by schools and social agencies, carries on with this service considerable research work in the mental development of infants. Doctor Gesell points out that in the nursery school the quest to determine what causes individual differences can be pushed back to babyhood, aspects of stimulation and fatigue may be studied, norms of child behavior may be established, changes in personality traits can be investigated better here than with older children, and parents may be taught methods of child guidance.

Intelligence tests have been used only to a limited extent with preschool children.

Dr. Helen Woolley reported the results of a program of testing carried on with these very young people in the Merrill-Palmer School at Detroit. Retests of 43 children showed a higher intelligence quotient for 33, lower for 9, and no change for 1. These findings agreed with those of Doctor Baldwin of the University of Iowa. Mrs. Woolley also said that this change is greater for the children who attend the Merrill-Palmer School than for those on the waiting list or for those at the University of Iowa Clinic who do not go to school all day. She is of the opinion that much of this added growth, both physical and mental, is due to "giving children superior chances to use their environment" and to changes in their emotional responses from negative to positive ones.

Careful Investigation of Young Children

The child welfare research station of the University of Iowa now has in daily attendance for from 1½ to 3 hours, 165 children between the ages of 2 and 6 years. Dr. Bird T. Baldwin in charge described the work done there. Physical measurements are made monthly of each child and there are now available some 32,000 individual measures. New intelligence tests especially suited for younger children are devised, learning experiments are carried on, and careful observations are made of motor development and coordination, of speech defects and of emotional traits.

The things that rouse fear in little children and how those fears may be overcome were discussed by Mrs. Mary Jones of Columbia University. She has given some time to studying the emotions of a group of 70 children. Ignoring the child's fears, trying to talk him out of them, or turning his attention to something else, Mrs. Jones thinks to be of little help to him. Placing the child with others of his own age who do not have the same kind of timidity will often change his attitude. The method Mrs. Jones has found most successful is that of association. By this method it is possible so to arrange the situation that the cause of the fear will be presented at regular times with some pleasurable stimulus which is strong enough to prevent the child from reacting to the fear stimulus. Gradually, as the child becomes accustomed to associating the fear stimulus with the pleasurable experience, he outgrows the emotional response he first had. It is evident that in fears as in the other moral habits, the important thing is to help the child realize that "the power to overcome fear is within himself rather than in his mother."

Psychologists Working on Character Education

One hundred fifty or more psychologists are now working on problems of character education and Dr. E. S. Star-

buck described the 10 types of technique employed. They include direct observation of individual cases, rating scales, temperament tests, psychophysical tests, genetic studies of individuals for a series of years, and careful investigation of such character types as the habitual liar and the kleptomaniac.

Standardized Tests for Character Traits

Dr. Mark May gave an evaluation of the standardized tests, 20 of which are now available for use in investigating character traits. In judging the tests he took into account what they are intended to measure, the technique employed, the scoring devices, the few norms established, the reliability, and the validity. But such tests attempt to do in a few minutes what is ordinarily the work of a lifetime and their real value is by no means yet assured. The results of an investigation into the amount of moral information had by 2,000 public school and 2,500 private school children and made for the purpose of standardizing a series of moral information tests were summarized by Sister Mary McGrath of St. Mary's College.

The sessions on experimental education were given over to reports on experiments ranging from those performed in a few weeks and dealing with but a score or more of pupils to those involving years, requiring great changes in method and administration, and affecting thousands of children. Among the more important of the latter class is a progressive plan of grouping children by intelligence ratings that has been carried on in Detroit since 1920. The lowest 20 per cent of the children are placed in the Z group, the middle 60 per cent in the Y group, and the upper 20 per cent in the X group. This classification now extends to the ninth grade and a central committee is working out basic courses of study and standards of promotion for each group, and special teaching methods for the X and Z groups. Thus far the scheme has worked well in that the schools are more nearly meeting the needs of all the pupils, promotion is practically uniform and Z children are discovered and better taught.

Continuous Program of Curriculum Construction

A plan presented for a continuous program of curriculum construction will be, if carried out, another of the kind of long-time educational experiments that must eventually be made. The work as outlined by Henry Harap of the Cleveland School of Education involves the appointment of experts in sociology, psychology, and administration. These select and arrange the school activities and interpret their plan to the school principals who in turn interpret it to the teachers. A bureau of curriculum research is maintained

to keep the teachers informed of new discoveries and the curriculum constantly being revised is republished at regular intervals.

Working on the theory that children tend to repeat mistakes once made and thus fall into faulty mental and physical habits, Doctor Meyers and Flora L. Scott have each carried out short experiments to determine the amount of repetition of pupils' errors; the former in arithmetic and spelling, and the latter in algebra. They conclude that a wrong answer is far worse than no answer, that an error once made is likely to be repeated indefinitely, that children should be graded on the basis of right minus wrong, and that errors should be prevented if possible rather than corrected.

Relation Between Intelligence and Parents' Occupations

Considerable data of an unusual kind came from the psychological laboratory of the Cincinnati public schools. Intelligence tests were given to 4,133 sixth-grade children and the results compared with the parents' occupations and the occupational choices of the children. The choices made by the pupils seemed to rest on a serious basis and in general those with the higher intelligence ratings desired to enter the more professionalized occupations.

Other experiments reported dealt with factors affecting physical ability, mental development and school progress in a group of crippled children, the transfer effects of formal gymnastics as contrasted with those of free play, and a comparative study of Moro and Anglo-Saxon boys.

Many of the members of the education group joined with those of the American psychological association in an evening meeting held in memorial to G. Stanley Hall. The sessions closed with an unusual program of three addresses by Dr. S. A. Courtis of the University of Michigan, Dr. E. L. Thorndike, of Columbia University, and Dr. Charles H. Judd of the University of Chicago.



Doctor Dillard Urges Savings by Negro School Children

School savings are urged upon the attention of "Jeanes teachers" by Dr. J. H. Dillard, president of the Jeanes Fund, which is instrumental in the employment of 269 supervising teachers for the schools for negroes in 255 counties in 14 States of the South. Doctor Dillard suggests that as a beginning one county in each State make experiments in methods in order that a simple and effective plan available to all schools may be devised. He is of the opinion that the idea is fruitful, not only for its thrift value but for its general influence.

Saxon Schools Emphasize Vocational Guidance

Motion-Picture Films and Inspection of Industries Extensively Utilized. Care Exercised to Avoid Idealizing Any Trade

By LOUIS G. DREYFUS, JR.
American Consul at Dresden

AS A RESULT of the present uncertain economic conditions in Saxony, more attention than ever is now paid to the importance of advising school children and others regarding the desirability or non-desirability of adopting certain vocations.

The newest method adopted to acquaint school children with the various vocations, is the display of films depicting the work performed in different trades. Although the educational film is considered very useful in giving a fairly good insight into the requirements of the various trades, all efforts are made to avoid idealizing the trades to such an extent that they attract too many candidates with the result that they may be overcrowded. Film productions of this nature are therefore considered more advisable and valuable in connection with "Parents' Eves," when there is less fear of undue influence in favor of one or another vocation.

Experiments made in this direction by the bureau for vocational consultations at Harburg have demonstrated that children can be acquainted best with the manifold duties and requirements in connection with the work in various trades by escorting them through the work shops or factories of various branches of industry, and simultaneously lecturing on the respective vocations. Six hundred and sixty graduates of public schools were escorted through 20 workshops, with the result that many boys, who had chosen the vocation of machinists, declared this vocation too noisy and decided upon a less noisy occupation. On the other hand numerous boys found the noisy work of a boilermaker most attractive. Young men who had chosen the vocation of a butcher, probably because of the good appearance of a butcher shop, decided after being conducted about the abattoir that there is more disagreeable work connected with the trade than they had imagined.

Most of the proprietors of plants in Saxony, who have been approached in this connection, have gladly consented to having classes of graduates conducted through their institutions.

Official report to the Secretary of State.

There is within every man a divine ideal, the type after which he was created, the germs of a perfect person, and it is the office of education to favor and direct these germs.—*Kant*.

Schools Cooperate with Churches in Teaching Religion

Religious instruction given under stated conditions to the children of Anna, Ill., is considered a part of their public-school work and is regularly included in the monthly reports made by teachers to parents.

The public schools are dismissed every Wednesday at 2.45 and the children go under supervision to the churches chosen by their respective parents. There they are instructed for 45 minutes by religious workers. All the churches of the city are cooperating, namely, Presbyterian, Baptist, Methodist, Lutheran, Christian, Evangelical, Catholic, and International Bible students.

At present each church has its own course of study, but the board of education and the superintendent wish to prepare a course in religion which could be given with substantial uniformity in all the schools.—*C. W. Conrad, Superintendent*.

An industrial school for wayward and delinquent girls is to be established in the State of Wyoming. The girls are now sent to Colorado institutions, but that arrangement is cumbersome and unsatisfactory. It was decided at the recent election to locate the school at a site to be selected in Sheridan County. The affairs of the institution will be under the control of the board of charities and reform.

Aiming to test the general knowledge of the students, a psychological test is given every year to the freshman class at Pennsylvania State College. This year they were required to answer 230 questions in 40 minutes. Men students made an average score of 83.9 and women students 77.7. More than 1,000 freshmen took the test.

A course in "school orchestra" is given by the Extension Department of Detroit Teachers' College. This course is intended for teachers who wish to direct orchestras and broaden their musical knowledge.

Selection of County and Other Local Superintendents

Election by Popular Vote Abandoned in Cities but Retained in Counties of 25 States. In Others, Boards Select

By KATHERINE M. COOK
Chief, Rural Education Division, Bureau of Education

TWO METHODS of selecting superintendents for rural school systems are in practice in the several States, one by popular election, the other selection by some type of board of education, State, county, district, town, or township. Early in our educational history both methods were used in the cities. However, city people began years ago to understand that the selection of a school superintendent is a responsibility discharged best by a board of education selected primarily to have charge of schools. The members of such a board should, and experience proves that they do, give the time and thought necessary to seek out and investigate the qualifications of candidates who have proved, by successful experience, their ability to manage schools. Election by popular vote has been abandoned by all cities.

In 25 States superintendents of rural schools, usually called county superintendents, are still selected by popular vote. Their selection, as a rule, takes place at the regular political elections when party considerations and those concerned with the general management of civil affairs, rather than schools, are uppermost in the minds of the voters. However, country people are beginning to realize the necessity of selecting their school superintendents for professional fitness for the job of managing schools rather than their ability to get votes.

As a consequence more and more consideration is given to the urgent necessity of the adoption in all States of a system of administrative organization which will place rural schools on an efficient basis by putting their administration in the hands of superintendents, supervisors, and teachers with professional training and demonstrated success.

I VIEW EDUCATION as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this account alone, to say nothing of the advantages and satisfaction to be derived from being able to read the Scriptures and other works, both of a religious and moral nature, for themselves. For my part, I desire to see the time when education—and by its means morality, sobriety, enterprise, and industry—shall become much more general than at present.—*Abraham Lincoln*.



Community orchestra at Highland Park, Va.

Community Orchestra Promotes Community Spirit

"Developing real community spirit" through its orchestra is the claim made by the Highland Park Community Center, near Richmond, Va. The orchestra is a voluntary service and no salaries are paid to its members excepting the leader. The school auditorium is used as a meeting place for rehearsals and for its special programs.

Organized in May, the orchestra began its work in July by giving a concert for the Highland Park Citizens' Association. It has taken a prominent part in a number of functions since that time. Leaders of the Highland Park Community Center are highly gratified with the promotion of community spirit, the pleasure it has afforded its citizens, and the prospects for a greater development of the social life of the community.

Private Secondary Schools Organize Joint Examining Board

Leading secondary schools and preparatory schools of the United States are organizing effectively for cooperative work of mutual benefit. Conferences have recently been held by representatives of such schools as Andover, Arden, Bancroft, Buckley, Chestnut Hill, Exeter, Baldwin, Groton, The Hill, Hotchkiss, Lawrenceville, Loomis, Milton, Pomfret, Rivers, St. George's, St. Paul's, and Tompkins; and definite action has been taken toward uniformity in instruction, examinations, entrance requirements, and the like.

A board has been created to prepare papers and supervise examinations for

entrance to secondary schools six, five, and four years from college. Examiners will be designated in English, mathematics, Latin, and French. It is hoped that such cooperation will be brought about that examinations under the direction of this board may be held at central points to obviate the necessity of attendance by representatives of the several schools.

The prospects for the establishment of standard requirements and for an efficient examining board are said to be excellent.

Will Issue Dictionary of American English

A comprehensive study of the English language in America, the result to be the first "Dictionary of American English," will be undertaken by the University of Chicago. The proposed undertaking will include a study of American dialects and their sources and the effect of immigration upon the language. The dictionary, which involves vast research by a large staff, will require at least 10 years for completion.

Official Patronage for International Geographic Congress

Under the auspices of the King of Egypt and the patronage of the International Geographic Union, an International Geographic Congress will be held in Cairo during the coming year. Through the Department of State the Bureau of Education has been asked to extend invitations to institutions of higher learning to send representatives. Many similar congresses have been held; the tenth was in Rome in 1913.

Interest in Mathematics Seems to be Waning

Replies "scarcely less than sensational and disquieting" were made to a questionnaire recently distributed to professors of mathematics in colleges, universities, and technical schools and to certain school superintendents, by Prof. Henry Lloyd, of Transylvania College, Lexington, Ky.

The purpose of Professor Lloyd's inquiry was to learn, (1) whether preparatory training in mathematics is as thorough as it used to be, (2) whether college freshmen show decreased ability or decreased disposition to do exacting work in mathematics, and (3) whether it is increasingly difficult to maintain former standards of excellence in mathematics.

Lessened interest in mathematics is reported in about two-thirds of Professor Lloyd's correspondents. The reasons given are in great variety, but principal among them are (1) decreased average ability of students because of greater numbers, (2) overcrowded and diffuse curricula, (3) changed valuation as to disciplinary value of mathematics, (4) "Soft pedagogy" and lack of thoroughness, (5) too many extra-curriculum interests, (6) desire for present pleasure and lack of industry on the part of students, and (7) appraising the selective and inhibitive powers of youth for more than they are worth.

Classes at the Western Pennsylvania Penitentiary are held each Monday and Thursday night under the direction of the engineering extension department of the Pennsylvania State College.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

An activity program for the kindergarten and the primary grades, by members of the staff of the training school of the southern branch of the University of California, Los Angeles. San Francisco, Calif., Harr Wagner publishing co. [1924] xi, 142 p. front., diags. 12°.

This curriculum is the result of the cooperative efforts of teachers and supervisors of the kindergarten-primary department of the training school of the Southern branch of the University of California. Its design is "to make over the primary school into the likeness of the kindergarten, so that each year of the young child's life will offer challenging opportunities for self-chosen, meaningful activity which will make him a sharer in the real life of folks."

BELL, J. CARLETON, ed. Contributions to education. Volume one. Yonkers-on-Hudson, N. Y., World book company, 1924. ix, 364 p. tables, diags. 8°.

At head of title: New York society for the experimental study of education.

The New York society for the experimental study of education was founded to promote among teachers the discussion of educational aims, and to advance the scientific measurement of results in the classroom. The series of Contributions to education, of which this is the first volume, is to be issued from time to time in conformity with the purposes of the society. Volume one contains 32 papers, of which the following are specimens: Some needed investigations in the field of English, by James F. Hoscic; Measurement of ability in composition, by Paul Klapper; Vocabularies of school pupils, by E. L. Thorndike; The future study of civic education, by David Snedden; Experimental curriculum-making in the social studies, by J. M. Gambrell; Problems in the modern language field and attempted solutions, by L. A. Wilkins.

BERRY, JAMES B. Teaching agriculture; an analysis of the teaching activity in its relation to the learning process. Yonkers-on-Hudson, N. Y., World book company, 1924. xiv, 230 p. front., illus. 12°. (New-world agriculture series, ed. by W. J. Spillman.)

In dealing with the analysis of the teaching activity in its relations to the learning process, the author holds that the acquiring of facts should be subordinated to the intelligent use of facts in the solution of life problems. These principles of pedagogy are here applied to the teaching of agriculture.

CASE, ADELAIDE T. Liberal Christianity and religious education; a study of objectives in religious education. New York, The Macmillan company, 1924. ix, 194 p. 12°.

At the present time when religious thought is undergoing examination and reconstruction, an important question to be decided is whether current religious education fits the people at large for the tasks of religious adjustment that already are upon them. This question presses for decision upon liberal and conservative alike. Religious living as well as theological thinking is involved in the problem. This book presents a careful diagnosis of the situation, and finds the present state of religious education unsatisfactory from the liberal point of view. Constructive suggestions are offered

for bringing organized religious education into line with the objectives of Christian liberalism. Prof. George A. Coe contributes an introduction to the volume.

COE, GEORGE A. What ails our youth? New York, Charles Scribner's sons, 1924. x. 97 p. 12°.

The question of the relation of the habits and attitudes of modern young people to general social conditions, to new knowledge, and to the present state of education, is taken up in this monograph. Certain characteristic faults are found in modern youth, due to their particular environment and to the present state of civilization. Education and religion are not doing all they should for the improvement of youth. However, the outlook is hopeful, and forces of progress are at work.

DOHERTY, MARIAN A. Literature in the schools; how to present poetry and make book lovers. Boston, Little, Brown, and company, 1925. xi, 172 p. 12°.

The writer protests against the overemphasis which she often sees given in the teaching of English to the mere mechanics of language. Her book is an exposition of how English literature may be taught so as to become a permanent force in the lives of the pupils.

GILLILAND, A. R. and JORDAN, R. H. Educational measurements and the classroom teacher. New York and London, The Century Co., 1924. xi, 269 p. tables, forms, diags. 8°. (The Century education series, ed. by C. E. Chadsey.)

This book is designed to meet two purposes, first, a manual which may be used as a guide for teachers in service, and second, a classroom text adapted to the use of prospective classroom teachers. It undertakes to show that achievement tests are valuable instruments for the teacher to understand and use, independently of, or in cooperation with, the supervisor. After an exposition of the basis and general principles of educational measurement, the leading tests in the various elementary and high-school subjects are briefly described, closing with chapters on intelligence tests and on statistical and graphic methods.

KLAPPER, PAUL. Teaching English in elementary and junior high schools; a manual of method. New York, D. Appleton and company [1925] xiv, 355 p. 12°.

The 1915 book of Dr. Klapper on the teaching of English has been brought down to date and developed to form the present work. Part I deals with the expressional aspect of composition, giving particular emphasis to the dependence of self-expression upon clear thinking. A new chapter describing and evaluating the methods of measuring progress in composition, is included in this section. Part II, on the formal aspect of composition, gives directions for teaching procedure based on sound psychological and educational principles. One feature of this part is a summary of the educational tests thus far devised for measuring pupil progress in spelling, in formal English, and in grammatical uses.

RUCH, G. M. The improvement of the written examination. Chicago [etc.].

Scott, Foresman and company [1924]. x, 193 p. tables, diags. 12°.

The topic here developed is a new type of test program which emphasizes the technique of testing rather than the test itself. While useful for many purposes, standardized tests are found to have various limitations, of which the most important is the difficulty of adapting them to the measurement of accomplishment of specific objectives, particularly those which are to be accomplished in a relatively brief unit of time. The new methods of testing described in this volume are designed to meet those needs which are beyond the capacity of standardized tests. The appendix contains a number of examples of the new objective examinations, which supplant, not the standardized tests, which do not apply in this connection, but rather the traditional essay test.

STORMZAND, MARTIN J. Progressive methods of teaching. Boston, New York [etc.] Houghton Mifflin company [1924] xiii, 375 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The past decade has witnessed the most rapid changes in instructional methods in all our educational history, according to the editor's introduction to this volume. The technique best suited to each classroom teacher must be ascertained by conscious experimentation with both old and new methods. As an aid in experimentation and choice, this volume undertakes to give practical descriptions of all important general methods of instruction, with an evaluation of each. It is, accordingly, a manual of teaching technique. Chapters are included on textbook teaching, the inductive development technique, supervised study, the project and problem methods, the laboratory method, the socialized recitation, etc. The book concludes with a presentation of the trend toward individual instruction in the public schools.

VAUGHAN, SAMUEL J., and MAYS, ARTHUR B. Content and methods of the industrial arts. New York and London, The Century co., 1924. 397 p. forms, diags. 8°. (The Century education series, ed. by C. E. Chadsey.)

The purpose of this book is to aid all teachers who in any way come in contact with the industrial education field to see more clearly the purposes of shop courses in the schools, to understand more completely the means and methods by which such purposes can be carried out, and to appreciate more fully the relation of industrial work to the general scheme of education. The history, technique, and administration of industrial arts education are here presented by the authors on the basis of their extensive practical experience in the work.

WILLIAMS, J. HAROLD. Graphic methods in education. Boston, New York [etc.] Houghton Mifflin company [1924] xvii, 319 p. illus., maps, diags. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

Experience has demonstrated the importance of good graphic displays for a principal or superintendent of schools when trying to gain popular support for a progressive school policy. To be most effective these displays should not only be well made and lettered, but they should also conform to standard procedure in construction. The author of this manual organizes charting procedure by reducing all graphic presentations to 15 main types, and he gives the rules for preparing and judging charts and adapting them for various purposes. The volume is an outgrowth of a course in graphic methods given to students of education at Stanford University. The directions here given are serviceable for workers in the different fields of social service, as well as in education.

Two February Birthdays

By ANNIE REYNOLDS

Assistant Specialist in Rural Education, Bureau of Education

By the exercise of diligence and with the cooperation of pupils every teacher may hope that the recurring celebrations of February 12 and February 22 may bring joy and profit to her pupils. That this may be the outcome, it is imperative that she discard much of the ephemeral matter printed for use on these two days. A good collection of material on both Washington and Lincoln has been compiled by Robert H. Schauffler in the series of anthologies, "Our American Holidays." Two of these volumes, "Washington's Birthday" and "Lincoln's Birthday," are especially valuable for use during February.

WASHINGTON

POETRY.—If ever a hero deserved that time be spent only on the poems which have the note of distinction that person is "the noble, great, immortal Washington." Nor need this deter us from finding poems that little children may understand. Margaret Sangster's well loved "Washington's Birthday" illustrates this fundamental quality of distinction:

*'Tis splendid to live so grandly
That a Nation stops on its way
And once a year, with banner and drum
Keeps its thought of your natal day.*

BIOGRAPHIES AND PICTURES.—Every pupil should have an opportunity to read the life of Washington before he finishes the eighth grade, and be incited to do it. These four biographies are good:

On the Trail of Washington. F. T. Hill. Appleton & Co. 1910.
True Story of George Washington. E. S. Brooks. Lothrop. 1895.
George Washington. H. E. Scudder. Houghton. 1890.
Washington the Young Leader. G. W. Gerwig. Scribners. 1923.

Few schools that have any wall pictures are without a framed picture of the first President. A good copy large enough to be impressive and hung low enough to be easily seen deserves an honored place in every schoolroom, for truly did the poet write

*Calmly his face shall look down through the ages
Charged with the wisdom of saints and of sages.*

The "Rules of Civility" copied by the Virginian lad at the age of 14 from an old translation of a French book of 1595 are worthy of perusal by pupils with a view of listing the rules, (1) most often forgotten; (2) most important for boys to-day; (3) which need revision to adapt them for modern use; or (4) those

which fall into any group deemed worthy of a special class by teacher or pupils. The rules quoted are those which one pupil thought would help him the most:

"It is not uncommon in prosperous gales to forget that adverse winds blow."

"Every man who is in the vigor of life ought to serve his country in whatever line it requires and he is fit for."

"Idleness is disreputable under any circumstances, productive of no good, even when unaccompanied by vicious habits."

GENERAL SUGGESTIONS FOR A PROGRAM.—A teacher should discover which of the minimum essentials of early American history her pupils know and which they have missed or have forgotten. There is no excuse for boring pupils by asking them to listen to detailed accounts already familiar. Instead, every pupil may find an anecdote, a story, a poem, a play, or a fact new to him and interesting, in his opinion, to others.

Any teacher who will read at least one book new to her each year which has for its setting some portion of the period between 1700 and 1800 can not fail to so extend her horizon that she will want to help pupils to comprehend more fully the services of Washington.

It is well to strike while the iron is hot. The daily papers in February, 1925, are devoting much space to the approaching inaugural of Calvin Coolidge. The descendant of the Puritans pleads for simplicity. Why not contrast this ceremony with the inaugural of George Washington? As the pupils read the picturesque details of "the simple ceremonies at which a sensitive democracy took exception" they will understand better how far we have traveled in reaching the time when "a great nation considers no honors too profuse for the ceremonies which attend the inauguration of its chief magistrate."

LINCOLN

THE INESTIMABLE ADVANTAGE OF AN EARLY APPRECIATION OF LINCOLN'S GREATNESS.—If teachers in their childhood felt the heroism of Lincoln's life, they are to-day enkindling their pupils with his high ideals. Equally true is it that the nature of the February program this year will make a difference to the children of a decade hence when many of the pupils of 1925 will have become teachers.

Below are two illustrations of teachers who because of their youthful enthusiasm for Lincoln are ready to give of their best efforts in arranging Lincoln day programs in their own schools.

The first teacher recalls a room in a house situated on the western shore of Lake Michigan where she listened with delight to the waves which to an island child were associated in some mysterious way with the picture hanging above her bed, of the historic train decked with somber trappings which bore back to Illinois that State's greatest son. Both waves and picture seemed to beckon to the wide world where great deeds were done. She often found herself repeating the words of Beecher which she had found in a book of selections at school: "Four years ago, O Illinois, we took from your midst an untried man and from among the people. We return him to you a mighty conqueror. Not thine any more, but the Nation's. Not yours, but the world's." This memory makes it impossible for that teacher to use any material but the best for Lincoln's Birthday.

The second teacher spent her school days in the South. One of those who taught her, read to her from Maurice Thompson:

*May one who fought in honor for the South
Uncovered stand and sing by Lincoln's grave?
He was the North, the South, the East, and West,
The thrall, the master, all of us in one.*

She thus early became one of Lincoln's many admirers who were born south of the Mason and Dixon line.

WHERE TO GET MATERIAL.—One may be eager to extend the influence of Lincoln's greatness and not know where to look for information. So much has been written—more than 1,000 books on him are in the Library of Congress—and yet so little is available in many places where teachers and children live. It is to be hoped that every teacher may have an opportunity at least to dip into Nicolay and Hay's "Life of Lincoln" in ten volumes, if she has not already done so. This first-hand contact with one of the great pieces of biographical writing is invaluable; partly because it strengthens a teacher's determination to see that her pupils have placed within their reach Helen Nicolay's "Boys' Life of Lincoln" published by the Century Co. in 1906. The daughter of the man who with Hay brought out the authoritative life to which scholars in every country turn is the writer of one of the best biographies of Lincoln for young people.

The seven final pages in which Miss Nicolay sums up the contents of her delightful volume deserve a place in any canon of literature for young people. Is it too much to hope that at least a few pupils may memorize a portion of this chapter?

"Let us see, if we can, what it was that made Abraham Lincoln the man that he became—A child born to an inheritance of want, a boy growing into a narrow world of ignorance. It was the great law of moral growth that accepts the good and rejects the bad, which Nature gave this obscure child, that carried him to the service of mankind and the admiration of the centuries as certainly as the acorn grows to be the oak. Self-reliance was his. The sense of equality was his also. In the forest he learned neighborliness."

"His advancement was neither sudden nor accidental, not easy and, because his success was slow, it never outgrew either his judgment or his powers. We who have never seen him yet feel daily the influence of his kindly life and cherish among our most precious possessions the heritage of his example."

Another excellent life of Lincoln is that by Ida Tarbell, published by the Macmillan Co. in 1911.

ILLUSTRATIONS OF RECENT MAGAZINE MATERIAL ON LINCOLN.—To the teacher looking through the February magazines to see what the Lincoln offerings are, there is always the hope that again she may find something as good as Colliers printed during February, 1923. The editorial "The Friend Who Knew and Cared" reminds us:

"Lincoln knew our human lot in every shift of poverty, hardship, toil, risk, and power. He knew the past and valued it; felt the future coming on and the need of readiness to meet its demands. No one who ever met Lincoln felt any inferiority of race or ignorance or poverty. Faith and love are the more possible to us because this greatness was made so human in Abraham Lincoln."

During the same month Colliers published an article by Ida Tarbell which substituted for the traditional picture of his drab youth an inspiring picture of the prophecy his boyhood held.

"The real boy Lincoln was not he who slept in the loft of a log cabin through whose cheeks the snow may sometimes have sifted; it was the boy who came home after a long day's work with glowing eyes hugging to his heart a book—A BOOK, who did his chores almost unconsciously, his mind on the joy that awaited him. Through the book he saw southwestern Indiana and its people as a scene in a great and noble drama. The book helped him to understand human beings. Esop, Bunyan, Burns, Shakespeare—all of them helped him understand the men of Spencer County, Indiana. What mattered it to him that he must gather chips and shavings to keep the logs flaming, if he could have a light to read by? He loved and sought the book because of the light and understanding it gave to life; and so he carried it to bed that at the break of day it might be within his reach."

Eliminate the *PROCRUSTEAN BED* from the *Graded School*

Let Classes Progress in Accord with Achievement, Not by
Any Hard and Fast Artificial System. Early Expressions
of an Apostle of Freedom in School Organization

By WILLIAM T. HARRIS, Former Superintendent City Schools, St. Louis, Mo.
United States Commissioner of Education, 1889-1906

CLASSIFICATION in a school is never absolute. No two pupils are of exactly the same degree of progress. The entire number in the school may be ranked from the highest to the lowest, and there will be found no wide gaps indicating a natural separation into classes, but the best of the next class below would stand very near the poorest of the class above, no matter where a division were to be made. In dividing into classes, therefore, the proper number in the class is first to be considered, and next the qualifications. But it will not do, even for the sake of having a class of proper size, to combine pupils of widely differing attainments.

—Annual Report as Superintendent of St. Louis City Schools, 1872-73.

IN ST. LOUIS there is no attempt to bring all classes with the same grade to one standard of advancement, so that, e. g., in January, all pupils within a given grade shall have arrived at just the same point in a study. At all times there are new classes just beginning the work of a grade, or year's work, in some one of our schools. The classes are not separated by intervals of 1 year in their work, but by irregular intervals varying from 6 weeks to 20. It is considered desirable to have these intervals small, so that reclassification may be more easily managed. Pupils who fall behind their class for any reason (such as absence, lack of physical strength, or of mental ability) may be reclassified with the next lower class without falling back a year or a half year and thereby becoming discouraged. Pupils who are unusually bright or mature may be promoted to the class above, or form new classes with the slower pupils of the class above who need to review their work.

—Annual Report, St. Louis, 1874-75.

PUPILS should be classified into classes of 30 or less each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils or too large by the assignment to them of newcomers, there should be a new formation of classes. The best pupils of one class are to be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It is rather called, in both cases, a promotion of the best ones, not a degrading of the poorest. It is a process of cutting up the school into classes anew, and as a matter of fact, the pupils need not have changed rooms to any very great extent.

—Annual Report, St. Louis, 1871-72.